DOCUMENT RESUME

ED 269 538 UD 024 894

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TITLE Educational Triage and Dropout Rates.
PUB DATE Apr 86
NOTE 38p.; Paper based on a Study of Dropouts from The Chicago Public Schools, funded by the Lloyd A. Fry Foundation. Prepared for the American Educational Research Association (San Francisco, CA, April 1986).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Dropout Rate; *Dropout Research; *Dropouts; *Equal Education; High Schools; Inner City; Racial Factors; *School Holding Power; *Urban Schools
IDENTIFIERS *Illinois (Chicago)

ABSTRACT

This paper traces the inordinately high dropout rate in the Chicago public school system to a policy of educational triage in which the better prepared students are sent to more selective high schools while less prepared students are congregated into schools with a more than 50% dropout rate. Also examined are the effects of pre-high school grade retention. All newly enrolled ninth graders from the classes of 1982, 1983, 1984 were tracked by computer through a total of over 100,000 student records. These records were tracked longitudinally from the students' entrance to school to their leaving and students were placed in various leaving categories. Since the Chicago Public schools have used nearly 30 different "leave codes," the study included a reorganization of files to standardize leaving categories. It was found that the schools with the lowest dropout rates are never inner city, general purpose schools, while those with high rates have less challenging programs, few successful peer role models, and function as holding pens until students reach an age when they can legally drop out. The body of the report includes extensive charts showing dropout rates and rank order by school. (CG)

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EDUCATIONAL TRIAGE AND DROPOUT RATES

by

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Paper Prepared For:
American Educational Research Association
San Francisco
April 1986

Based on a study of Dropouts from
The Chicago Public Schools

Funded by the
Lloyd A. Fry Foundation

UD 024 894

SUMMARY

In this paper, the author traces the inordinately high dropout rate in one urban public school system, Chicago, to an effective policy of educational triage, in which the better prepared students are provided a set of elite or selective high schools while the least prepared students are congregated into a set of schools from which more than 50% drop out. He also examines the effects of pre-high school retention which is found to increase the likelihood of a student dropping out.

The research perspective of this paper reflects the sponsoring organization, a non-profit, independent agency which is concerned for the quality of education offered in the public schools of Chicago. The research project was designed to analyze a particular school problem, the scope and dimensions of dropouts from the Chicago school system, and to seek the sources of that problem, with particular interest in policy relevant arenas within the control of the Board of Education.

The method employed in this study involved the computer tracking of all newly enrolled ninth graders in three classes, the graduating classes of 1982, 1983, and 1984. Over 100,000 student records were examined longitudinally, tracking their entrance and final departure from the public school system. This study was done in cooperation with the Department of Research and Evaluation of the Chicago Board of Education. The data were drawn from individual student identification records and reading score records and were manipulated on the Board's mainframe computers in response to job requests from the independent researchers. The data were examined, cleaned, and recategorized to fit the definitions developed in the study: "transfers" being students who transferred from the Chicago Public Schools to another legitimate diploma granting school/system; "dropouts" being all those, exclusive of transfers, who left school without graduating; "graduates" being those who graduated from a Chicago Public School. These definitions required considerable cleaning and recategorizing of the student data. The Chicago Public Schools have had nearly 30 different "leave codes" for use on student records, only one of which was "Dropout". However, a number of other codes indicated students left without graduating; these codes were all recategorized as dropouts. In addition, the Chicago system has not verified the validity of student transfers to other high schools. On examination, half of the recorded transfers were to inappropriate or non-existent locations. These students were also recategorized as dropouts.

The study found that 9% of all entering freshmen in the Class of 1982 transferred out of the Chicago Public Schools. Of the remaining students, 43% dropped out before graduation. Thus, the graduation rate was 57% (the reciprocal). The dropout rate was analyzed by characteristics of the students. By race and ethnicity, 47% of Hispanics dropped out, 45% of Blacks, 35% of Whites, and 19% of Asians. Males had higher dropout rates (49%) than did females (36%). Those students who entered high school one year overage were much more likely to dropout than normal aged students (60% vs. 37%), and those entering two or more years overage dropped out at a 69% rate. As might be expected, the dropout rate is inversely correlated with reading scores. Among entering students with eighth grade reading scores in the first stanine, 68% dropped out; for those in stanine six or above, the dropout rate was 19%, still high, but dramatically different from stanine one. The dropout rate steadily decreased as the reading level of students went up. The school system's student records do not contain data on socio-economic status, but poverty levels of individual high schools do increase with dropout rates.

In a finding significant for evaluation of the effects of retention, the study found that overage students, even if reading at higher levels than their normal aged peers, are 7% to 10% more likely to dropout. If grade retention were a successful strategy, one would expect students to gain in their reading level during the repeated year. As has already been observed, students with higher reading scores are less likely to dropout. But, when overage entrants were compared with normal aged entrants, it was discovered that overage students not only drop out more frequently than do normal aged students reading at the same level, they drop out more frequently than do normal aged students reading at a lower stanine level! Thus, even if a student were to gain a whole stanine through retention (a condition not studied but of dubious likelihood), he still would be more likely to dropout than would his peers entering high school at normal age with a lower reading score. Thus, it appears a tougher retention policy, even if successful in raising reading scores, is likely to increase the number of students dropping out.

The study also examined student outcomes on a school by school basis. Among the 63 full-service high schools in Chicago (including two technical high schools and 9 vocational high schools), half of all dropouts were enrolled in just 21 schools. At each of these schools, more than half of all entering students dropped out. The highest dropout rate at any school was 63%. A third of the students entered overage, and at one school, over half the entrants were overage. At these 21 schools, 70% of the entering students had reading scores considered below normal for high school level work (Stanine 3 or lower) or were missing reading scores. At two

schools, 80% of the entering students were reading below normal. The students at these schools were 94% minority, with 16 of the schools being all minority in composition. The poverty rate was over 40% at all but 5 of these schools.

At the other extreme, only 25% of the students at the 21 schools with the lowest rates dropout. These schools produced 47% of all graduates in the Class of 1982. Bogan High School had the lowest dropout rate at 11%. Only 13% of the entering students in these 21 schools were overage, with one school (Lane Tech) having only 3% of its entrants overage. Similarly, 72% of the entering students had reading scores at the fourth stanine or above, with one school (again, Lane) at 97% with normal or higher reading scores. White enrollment at these 21 schools was 34% (systemwide, 21% of the Class of 1982 was White). Only three of these schools had a poverty index over 40%, and each of these was selective of its entering students. In fact, ten of the fourteen schools with the lowest dropout rates had selective entrance criteria, and the other four schools were located in middle class neighborhoods on the fringes of the city.

What has appeared, as a result of the analysis of dropout data, is that the public school system's emphasis on creating selective schools for the best prepared students has become, effectively, a policy of educational triage. Relatively effective schools are designed and available for the best prepared students. These schools are either selective of their entering students or are located in solidly middle class neighborhoods, only accessible to those inner city students whose families are most concerned to seek out educational opportunities and willing to bear the burden of transportation to avail themselves of those opportunities. Not one of these schools with the lowest dropout rates is a general purpose high school in the inner city. Meanwhile, the least well prepared students are shunted into a few schools with the least challenging programs, with few successful peer role models, schools which are little more than holding pens until students reach the age when they can legally drop out. While this result may not have been the intent of the school board's focus on creating some school of educational excellence, it does appear to be the effective outcome of that policy.

I. INTRODUCTION

Nationwide, the number of students who enter high school but do not graduate has declined for nearly a century. National statistics indicate that 73% of all high school students graduate(U.S. Education Department, 1985). However, that figure represents a slight decrease since 1968. In an economy in which jobs for non-high school graduates were plentiful, the Dropout Rate was accorded only moderate significance. On the other hand, in an economy in which reasonably compensated unskilled jobs are disappearing, Dropouts become a major factor in public policy. Dropouts earn significantly less than high school graduates and pay significantly less in taxes. Dropouts are far more dependent on welfare and unemployment assistance, and much more likely to participate in criminal activity than high school graduates. The 12,804 Dropouts from the Chicago Public Schools Class of 1982 will cost taxpayers about $60 million each year for the next 40 years, or $2.5 billion over their lifetime. Perhaps more importantly, individual Dropouts have significantly fewer opportunities open to them, and run a higher risk of facing a life of poverty. Yet little is known about the extent of the Dropout problem nor the places to attack the problem if the political will were present to do so. This study brings some precision to defining the scope and locus of the problem.

The recent spate of education reports has focused the attention of the nation on reform which will produce excellence in the nation's schools. Lost in this movement are the students most at risk of failing in, and being failed by, the American education system. During the previous two decades, there was much attention given to assuring equality of access to an adequate education for all young people. Many changes happened in the schools of the nation, but it can hardly be maintained that equality of educational opportunity has been achieved. Falling test scores and other problems have led to shifting the emphasis to issues of excellence. Yet even this strategy seems curiously short-sighted. The quickest way to improve reading capacities of the nation's young people is to help those currently at the lower levels. Large gains among presently poorly performing students will raise the functional literacy of the citizenry, which is more significant than small gains among the students already doing well. In the process, Dropout Rates might also be reduced, accomplishing two goals at once.

Dropout rates are generally conceded to be much higher for urban centers with high concentrations of economically disadvantaged and non-white students. School systems in these areas are also generally more strapped for resources than are surrounding suburban systems, despite the 1971 Sorrano California court decision which required equity in school

funding. Cibulka, in a study of the schools of Wisconsin ("State Level Policy Options for Dropout Prevention," 1985), recently found that systems which were short of resources generally required additional funds to significantly reduce their Dropout Rates.

But determining what the Dropout Rate is is one of the first problems facing those seeking to reduce it. Current methods of determining the Dropout Rate hide, rather than highlight, the problem. The Chicago Board of Education had used an official Dropout Rate which included only some of the students who leave school without graduating (those leaving to take a job or to have a baby or simply because they are "needed at home" had not been recorded as Dropouts). Further, the Dropout Rate was calculated by dividing the few students categorized as Dropouts by the entire high school enrollment, producing an annual rate which only reflects the percent of all high school students who "drop out" in a given year. This study employed a more inclusive definition: all those who, without a valid transfer to another legitimate high school, left the public schools before graduating were considered Dropouts.

Further, annualized rates generally produce single digit Dropout Rates and hide the extent of the problem. The true picture is only presented when the rate reflects the proportion of entering freshmen who leave school without graduating. Therefore, the objective of this study was to do a longitudinal study of all entering freshmen who belonged to the Classes of 1982, 1983, and 1984; to track their high school careers to final departure from the Chicago public school system; to determine how many legitimately transferred out of the system; and of those remaining, to identify how many were graduates and how many were Dropouts. This study also sought to identify the schools with the highest Dropout Rates, and the characteristics of the students who most frequently were Dropouts, so that efforts to reduce the Dropout Rate might be more effective.

II. SYSTEMWIDE FINDINGS

The study tracked student characteristics and outcomes both systemwide and for each individual high school. In the fall of 1978, 33,142 students entered Chicago high schools. Six years later, 140 students were still actively enrolled; 3,060 (9.5%) had transferred out of the Chicago system to other legitimate high schools. Thus, the base number of continuing students in the Class of 1982 was 29,942.

Among the entering students in the Class of 1982, there were a few more males (50.6%) than females. Most of the students were 14 years old (71%), but 23% were 15 at entrance, and 3% were 16. Less than half (47%) entered high school reading at the low average level of higher (Stanine 4 or above) deemed necessary to do high school level work (11.6% had no recorded reading test score). Of the entering students, 63% were Black, 22% were White, 14% were Hispanic, and 2% were Asian. When student outcomes were analyzed, the following findings appeared:

THE DROPOUT RATE IN THE CLASS OF 1982 WAS 43%.

The Dropout Rate in the Chicago Public Schools in the Class of 1982 was 43%. This means that, exclusive of transfers to other accredited high schools outside of the Chicago school system, 12,804 students, more than two out of five, left school before graduation. The Graduation Rate is the reciprocal of this figure, 57%.

HISPANICS AND BLACKS ARE MOST LIKELY TO DROP OUT. AMONG THESE GROUPS, MALES WHO ENTER HIGH SCHOOL OVERAGE AND WITH BELOW NORMAL READING SCORES, ARE MOST AT RISK.

Among the major racial groups in Chicago, Hispanics (47%) and Blacks (45%) had the highest proportion of students drop out. Whites had 35% drop out, but only 19% of Asians did so. Nearly half of all males (49%) drop out, and more than a third of all females (36%) who entered high school in September 1978 left school before graduation. Hispanic males had the highest Dropout Rates (54%), followed closely by Black males (53%). The older a student is when entering high school, the more likely he/she is to drop out; sixteen year olds (two years over normal entry age) had a 69% Dropout Rate, while fifteen year olds (one year overage) drop out at a 60% rate; normal age studetns drop out at a 36% rate. A quarter of all entering students (26%) enter high school overage. Hispanic overage students dropout less frequently (60% for 16 year olds) than do overage Black students (77%). The more poorly prepared a student is, the more likely it is he/she will drop out; two-thirds of all Dropouts entered high school with reading scores more than two years below normal or missing reading scores. Of the entering class, 53% had reading scores missing or below normal levels. Thus, Hispanic and Black male students, who enter high school overage and with below normal reading scores are most likely to drop out.

III. SCHOOL LEVEL ANALYSIS OF OUTCOMES
The Class of 1982

More telling than the systemwide statistics, however, was the pattern of Dropout Rates among the high schools in the system. The Dropout Rate at Crane was 63%, while the rate at Bogan was only 11%. This study also explored the major differences in rates among the city's high schools.

Sixty-three high schools were analyzed for the classes entering in September 1978, 1979, and 1980. The characteristics of students attending these schools vary significantly by entry age, race, reading scores, and areas of residence in the city. These schools have varied programs for dealing with students: some are technical schools with high scholastic entry requirements, some are vocational schools, some are specialized schools, but most are general high schools. Similarly, these schools have varying success in educating their students. Two primary measures of their success are the Dropout rate and the Graduation rate. When the outcomes of students were analyzed by high school, one conclusion became overwhelmingly clear:

CONCLUSION: THE CHICAGO PUBLIC SCHOOL SYSTEM OPERATES A TWO-TIERED HIGH SCHOOL SYSTEM WHICH CONCENTRATES DROPOUT PRONE STUDENTS INTO INNER CITY BLACK AND HISPANIC HIGH SCHOOLS.

The picture that emerged in this study is that the Chicago Public Schools have two separate and distinct systems:

--High schools for the best prepared students, located in middle-class neighborhoods or drawing the best achieving students away from Inner City neighborhood schools, and

--High schools for the Inner City which receive a disproportionately high number of overage students reading below normal levels.

It appears that, for the freshmen entering high school in September 1978, the system was functioning under an operative policy of EDUCATIONAL TRIAGE, in which some schools were designed to save the best students, some were designed to be holding pens for the worst prepared students, and a small mid-range just plodded along.

A. THE 21 SCHOOLS WITH THE HIGHEST DROPOUT RATES

The third of all schools with the highest Dropout Rates account for nearly half (49%) of all Dropouts from the system. All of these schools had more than half of their continuing students dropout. Crane had the highest Dropout Rate in the system for the Class of 1982 at 63%, followed closely by Austin at 62% (see Table 3). In the aggregate, 56% of the students who entered these 21 schools dropped out! That means only 44% graduated. Two of these schools were Vocational schools: Cregier (Dropout Rate: 55%) and New North Career Magnet (60%); however, it must be noted that for the Class of 1982, Near North was known as Cooley, and now runs a completely different kind of program, attracting a different group of students. The other 19 schools were general high schools, primarily enrolling students from their immediate neighborhood.

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS — HIGH SCHOOLS RANKED BY DROPOUT RATE — TABLE 3
School Level Data - Class of 1982 — The Worst 21 Schools
SIX YEAR TIME FRAME

RANK	UNIT #SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED ORIG SCH	PERCENT w/ NORMAL SCORES
1	1270 Crane	9	Gen	628	62.6%	0.0%	100.0%	0.0%	0.0%	37.6%	82.0%	40.3%
2	1220 Austin	7	Gen	882	62.1%	0.1%	99.7%	0.0%	0.2%	27.4%	69.5%	18.4%
3	1050 Near No. Career Magn	3	Voc	87	59.7%	0.0%	100.0%	0.0%	0.0%	38.4%	78.2%	27.6%
4	1280 DuSable	13	Gen	632	58.5%	0.0%	99.8%	0.0%	0.0%	36.8%	89.2%	27.7%
5	1510 Phillips	11	Gen	858	57.4%	0.1%	99.5%	0.0%	0.3%	38.2%	86.5%	23.5%
6	1320 Robeson	16	Gen	658	57.4%	0.3%	99.5%	0.0%	0.0%	50.2%	84.5%	44.1%
7	1470 Marshall	9	Gen	546	57.3%	0.0%	99.6%	0.0%	0.0%	36.6%	77.7%	22.2%
8	1310 Fenger	20	Gen	558	56.3%	0.2%	99.1%	0.0%	0.7%	29.7%	86.2%	26.9%
9	1840 Clemente	6	Gen	1,067	56.1%	7.3%	10.8%	0.6%	81.1%	30.6%	88.9%	26.3%
10	1640 Wells	6	Gen	569	55.6%	12.1%	25.8%	0.0%	61.7%	34.9%	84.5%	30.0%
11	1300 Farragut	10	Gen	569	55.3%	0.9%	76.4%	0.2%	22.5%	32.4%	79.3%	30.2%
12	1020 Cregier Voc	9	Voc	217	54.8%	0.9%	99.1%	0.0%	0.0%	40.3%	63.6%	32.7%
13	1360 Harper	15	Gen	457	53.6%	0.0%	99.8%	0.0%	0.2%	35.2%	74.8%	21.2%
14	1680 Englewood	16	Gen	594	53.5%	0.0%	99.0%	0.0%	0.2%	40.2%	83.0%	34.8%
15	1250 Calumet	16	Gen	752	53.4%	0.0%	100.0%	0.0%	0.0%	37.2%	80.6%	36.3%
16	1550 South Shore	17	Gen	723	53.3%	0.0%	99.6%	0.0%	0.1%	23.9%	83.8%	38.0%
17	1460 Manley	8	Gen	573	53.2%	0.0%	99.8%	0.0%	0.2%	36.4%	80.3%	19.7%
18	1400 Kelly	8	Gen	416	52.6%	73.1%	0.0%	1.0%	26.0%	22.4%	94.2%	49.8%
19	1430 Lakeview	3	Gen	452	52.1%	40.3%	11.1%	6.0%	41.2%	26.4%	83.6%	43.6%
20	1590 Tilden	13	Gen	563	51.8%	10.1%	75.7%	0.2%	13.9%	31.7%	86.0%	24.6%
21	1890 Juarez	8	Gen	508	50.9%	4.7%	1.8%	0.0%	92.1%	46.8%	93.3%	25.0%
	TOP THIRD TOTALS			12,309	55.8%	5.9%	75.7%	0.3%	17.8%	34.5%	82.9%	30.1%
	SYSTEMWIDE TOTALS			33,142	42.8%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	47.1%

The eight schools with the highest Dropout Rates were all more than 99% Black. Eight more of these 21 schools were majority Black; three were majority Hispanic; one was mixed Hispanic and White (Lakeview); and one was majority White (Kelly). Of the students entering these 21 schools, 76% were Black, 18% were Hispanic, and only 6% were White. The Whites were primarily located in two schools, Kelly and Lakeview, with a few in Wells, Tilden, and Juarez.

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A third of the students entering these schools were overage. Only 30% entered with recorded scores at or above normal reading levels. That means that more than two-thirds of the students entering these schools were reading more than two years behind grade level or were missing scores. Only at Juarez (35%), Kelly (23%), Wells (19%), Lakeview (17%), and Clemente (15%), all with large Hispanic enrollments, did significant numbers of students have no recorded test scores. Thus, these schools receive a disproportionate share of the students most likely to become Dropouts: overage Blacks and Hispanics with below normal reading scores.

Still, some of these schools do remarkably well, considering the needs of the students they enrolled.

-Juarez graduated 49%, though only 25% of its entering students read at or above normal levels; 40% enter reading two years behind grade level and 35% had no recorded test scores; nearly half (47%) of Juarez' entering freshmen were overage (the second highest percent in the system, behind Robeson).

-Tilden graduated 48%, though only 25% of its students read at normal levels, and a third (32%) of its entrants were overage.

-Manley graduated 47% though receiving 80% below normal readers and 36% overage.

-Harper graduated 46% with statistics like Manley's (79% below normal and 35% overage).

Some schools do worse than might be expected. Crane had the worst Dropout Rate (63%), though they received a higher proportion of students reading at or above normal levels than all but three of these 21 schools. Robeson, Kelly, and Lakeview all received more than 40% of their students reading at normal levels. Austin also performed poorly, considering the proportion of entering students who were 14 years old.

B. THE 21 SCHOOLS WITH THE LOWEST DROPOUT RATES

Each of the 21 best schools graduated more than 65% of their students, with 10 schools above the national norm (73% according to Department of Education figures) and 5 (Bogan, Lane, Taft, Young, and Kenwood) graduated more than 80% of their continuing students. At the top three schools (Bogan, Lane, and Taft), more than 90% of the entering students completed their high school career (graduated or dropped out) at the school in which they originally enrolled. Thus, these schools enjoyed great stability among their student body.

TABLE 4

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

HIGH SCHOOLS RANKED BY DROPOUT RATE
The 21 Schools with the Lowest Rates

RANK	UNIT #SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED ORIG SCH	PERCENT W/ NORMAL SCORES
1	1230 Bogan	15	Gen	300	10.8%	95.7%	0.0%	0.3%	3.7%	19.3%	96.7%	82.7%
2	1440 Lane	3	Tech	882	15.9%	64.9%	12.1%	11.9%	10.8%	2.7%	90.2%	96.6%
3	1580 Taft	1	Gen	509	18.2%	91.0%	6.7%	0.6%	1.8%	8.5%	95.9%	79.0%
4	1810 Young	9	Gen	559	19.0%	27.5%	52.2%	5.5%	12.2%	7.9%	83.4%	63.1%
5	1710 Kenwood	14	Gen	516	19.4%	17.8%	72.9%	2.7%	1.6%	9.5%	80.4%	70.3%
6	1480 Mather	2	Gen	382	21.9%	74.3%	10.2%	11.5%	2.9%	14.9%	93.2%	71.2%
7	1450 Lindblom	15	Tech	616	22.0%	0.2%	95.8%	3.7%	0.3%	4.9%	82.1%	81.3%
8	1160 Westinghouse Voc	7	Voc	433	22.1%	0.2%	99.8%	0.0%	0.0%	13.0%	82.7%	85.0%
9	1070 Prosser Voc	4	Voc	386	22.9%	54.7%	22.0%	1.3%	21.2%	8.3%	88.1%	72.8%
10	1630 Washington	20	Gen	369	23.5%	83.5%	0.3%	0.8%	13.8%	19.8%	97.8%	71.0%
11	1490 Morgan Park	18	Gen	469	27.1%	35.4%	63.1%	0.2%	0.6%	27.6%	92.5%	60.8%
12	1010 Chicago Voc.	11	Voc	1,031	27.1%	0.0%	99.5%	0.0%	0.5%	9.5%	87.4%	85.3%
13	1030 Dunbar Voc	11	Voc	608	28.0%	0.0%	99.7%	0.0%	0.2%	11.2%	89.1%	82.9%
14	1820 Curie	12	Gen	735	29.0%	57.3%	25.7%	1.1%	15.4%	15.6%	91.0%	57.1%
15	1420 Kennedy	12	Gen	370	29.5%	73.2%	24.6%	0.0%	2.2%	16.8%	91.9%	69.5%
16	1610 Von Steuben	1	Gen	346	30.8%	46.5%	22.8%	12.7%	17.3%	22.3%	91.6%	52.6%
17	1870 Julian	18	Gen	573	32.5%	0.0%	99.8%	0.0%	0.2%	17.5%	89.2%	56.5%
18	1110 Richards Voc	11	Voc	182	33.3%	26.4%	23.6%	0.0%	46.2%	19.8%	74.2%	56.0%
19	1860 Corliss	20	Gen	621	33.6%	0.0%	99.7%	0.0%	0.0%	15.3%	86.6%	55.7%
20	1150 Simeon Voc	16	Voc	484	34.1%	0.0%	100.0%	0.0%	0.0%	20.2%	86.0%	75.8%
21	1570 Sullivan	2	Gen	325	34.9%	43.7%	32.0%	9.5%	12.6%	22.5%	84.0%	48.0%
	TOP THIRD TOTALS			10,696	25.2%	33.5%	56.7%	2.9%	6.1%	13.3%	88.4%	72.2%
	SYSTEMWIDE TOTALS			33,142	42.8%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	47.1%

The entering classes at two of the top three schools were more than 90% White (Bogan and Taft), and six others were majority White. Thus, half (8) of the system's schools with a majority White entering class were among the 21 schools with the best graduating rates. Seven of the top 21 schools were all Black, three others were majority Black. Three schools (Von Steuben, Richards Vocational, and Sullivan) were racially mixed. Over half of all White and all Asian freshmen enrolled in these schools, while less than 30% of Blacks did so.

DROPOUT GROUPINGS BY PERCENT OF RACE ENROLLED

	Lowest D/O Rate Schools	Mid-Range D/O Rate Schools	Highest D/O Rate Schools	Total
White	51%	39%	10%	=100%
Black	29%	25%	45%	=100%
Hispanic	15%	35%	50%	=100%
Asian	51%	43%	6%	=100%

Only 13% of the students enrolling at these schools were overage. Only one school, Morgan Park (28%), had more than a quarter overage. Seventy-two percent were reading at or above normal levels. Thus, most of these schools are doing well, at least in part because they are getting the best students (e.g., Lane, ranked #2, had 97% of its students reading at or above normal levels; the rest were missing test scores). All

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but three of these schools either were selective of their entering class or served middle-class neighborhoods. Among the top ten schools, only Young had fewer than 70% entering with normal or higher reading scores, and Young had 31% without recorded scores. Still, some of these schools did well even though receiving less well prepared students. Some had more than 40% with low or missing scores, but graduated about two-thirds of their students (Sullivan - 52%, Von Steuben - 47%, Corliss - 44%, Richards Vocational - 44%, Julian - 44%, and Curie - 43%). Morgan Park had 39% at this low/missing level and 28% overage and still graduated 73% (the national norm).

Some schools do not do as well as might be expected: Simeon received 76% of its entering class reading at normal or higher levels, but graduated only 66% of its entering class. Similarly, Chicago Vocational (CVS) and Dunbar Vocational received 85% and 83% reading at normal levels, but graduated only 73% and 72% respectively. Westinghouse Vocational also received 85% reading at normal rates and graduated 78%. Clearly, when compared with other schools in the system, these schools are not doing poorly, but given the high level of preparation of students enrolling at these schools, something more could be expected of them.

C. THE MID-RANGE SCHOOLS

In the 21 mid-range schools, between half and two thirds of the students graduate. Seven of these schools had all Black entering classes, and five others were majority Black; four were three quarters White and two majority White; two were majority Hispanic; and one (Senn) was mixed. In the aggregate, students entering these schools were slightly disproportionately White (28% vs. 21.5% systemwide); a majority (53%) were Black; 16% were Hispanic; and 3% were Asian.

TABLE 5

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

HIGH SCHOOLS RANKED BY DROPOUT RATE
The 21 Mid-Range Schools

RANK	UNIT #SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED ORIG 9CH	PERCENT W/ NORMAL SCORES
22	1520 Roosevelt	1	Gen	435	50.4%	67.8%	6.4%	9.2%	15.4%	20.9%	89.0%	52.2%
23	1760 King,M.L.	14	Gen	454	50.2%	0.7%	99.3%	0.0%	0.0%	34.0%	83.5%	28.0%
24	1620 Lincoln Park	3	Gen	274	49.4%	8.8%	65.7%	0.7%	23.0%	28.9%	73.0%	36.5%
25	1340 Gage Park	12	Gen	503	48.9%	38.9%	52.3%	0.8%	8.0%	18.3%	86.3%	40.0%
26	1530 Schurz	4	Gen	980	48.9%	61.3%	3.7%	2.7%	30.6%	23.8%	90.3%	51.6%
27	1850 Carver	20	Gen	616	48.4%	0.0%	100.0%	0.0%	0.0%	31.0%	83.6%	45.1%
28	1880 Collins	8	Gen	440	48.1%	0.0%	99.8%	0.0%	0.0%	33.4%	79.8%	26.1%
29	1830 Orr	5	Gen	589	48.0%	3.1%	69.1%	0.8%	25.5%	30.5%	74.9%	21.7%
30	1290 Bowen	19	Gen	773	47.7%	1.7%	58.7%	0.1%	38.7%	32.5%	87.8%	30.9%
31	1370 Harrison +	8	Gen	322	47.3%	4.7%	37.3%	0.3%	57.1%	36.1%	81.1%	30.7%
32	1380 Hirsh	17	Gen	359	45.7%	0.0%	100.0%	0.0%	0.0%	35.4%	77.7%	37.3%
33	1210 Amundsen	2	Gen	398	45.7%	74.9%	4.0%	7.5%	10.6%	26.4%	89.7%	43.2%
34	1410 Kelvyn Park	5	Gen	347	44.4%	34.0%	1.2%	1.7%	62.8%	30.3%	88.2%	39.2%
35	1350 Harlan	19	Gen	696	43.6%	0.1%	99.7%	0.0%	0.1%	26.3%	85.2%	38.4%
36	1040 Flower Voc	7	Voc	200	42.6%	0.0%	100.0%	0.0%	0.0%	19.1%	69.0%	38.0%
37	1540 Senn	2	Gen	597	42.4%	36.0%	19.6%	21.7%	21.7%	32.7%	84.1%	29.0%
38	1670 Hubbard	15	Gen	341	40.4%	85.3%	2.9%	1.2%	9.7%	22.6%	93.5%	68.0%
39	1800 Metro, Chicago	11	Gen	48	40.0%	25.0%	64.6%	0.0%	8.3%	4.2%	87.5%	91.7%
40	1390 Hyde Park	14	Gen	728	37.6%	0.0%	100.0%	0.0%	0.0%	15.5%	84.7%	57.7%
41	1330 Foreman	4	Gen	311	37.6%	85.5%	1.0%	0.6%	12.2%	22.5%	92.3%	56.9%
42	1560 Steinmetz	4	Gen	528	35.0%	76.1%	15.1%	4.0%	4.0%	18.5%	94.1%	57.4%
MID THIRD TOTALS				9,891	45.2%	27.7%	52.5%	2.7%	15.9%	26.7%	85.2%	41.8%

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A quarter (the systemwide average) of the entering students in these schools were overage, with a few schools showing more than a third overage (Harrison, Hirsch, King, and Collins). Of these students, 58% were reading more than two years below normal or had no recorded test scores. Schools with over 60% Graduation Rates, in this range (Hubbard, Metro, Hyde Park, Foreman, and Steinmetz), all had significantly more students with normal test scores.

Again, some schools do better than others. 78% of Orr's entering students were at least two years behind in reading, but 52% graduated (compared with Carver which also graduated about 52% but only had 55% so far behind at entrance). Similarly, Collins received 74% with below normal or missing scores and graduated 52%, and Senn received 70% below or missing scores and graduated 58%. On the other hand, only 8% of Metro's students did not have normal reading scores, but 40% dropped out.

D. INCIDENCE OF SIGNIFICANT STUDENT CHARACTERISTICS

1. OVERAGE

26% of all entering freshmen in the Class of 1982 were overage. Of these, 61% drop out (vs. 38% of normal age students); overage students represent more than a third (37%) of all Dropouts.

Generally speaking, the higher the concentration of overage students, the worse schools do with these students. Accordingly, the overage Dropout Rate for the 21 schools with the highest concentration of overage students was 65%. These schools varied from 33% overage to a high of 50% (at Robeson). Only one of these schools, Senn (49%) has an overage Dropout Rate below 50%. But for the 21 schools with the fewest overage students (all below 20% and as few as 3% at Lane, 4% at Metro, and 5% at Lindbloom), the aggregate overage Dropout Rate was 48%, and for several of these schools the rate was below 40%. Bogan had the lowest Dropout Rate for overage students at 25%, but few other schools did particularly well with overage students.

Some schools, with low concentrations of overage students, did significantly worse than their counterparts. Metro, with only 4% overage, had half drop out. CVS, with less than 10% overage, had 52% of them drop out. Similarly, Dunbar with only 11% also lost 52%. Richards Vocational, Flower, Steinmetz, Julian, Kennedy, Curie, Hyde Park, and Corliss all had fewer than 20% of their entering students overage, but lost more than half of these older students.

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TABLE 9

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

RANK ORDER BY PERCENT OVERAGE

RANK	UNIT #	SCHOOL NAME	DIST	CATEGORY	ENTERING FRESHMEN	PERCENT OVERAGE	OVERAGE TRANSFER RATE	OVERAGE DROPOUT RATE	NORMAL AGE TRANSFER RATE	NORMAL AGE DROPOUT RATE
1	1320	Robeson	16	Gen	654	50.2%	14.6%	65.0%	16.9%	49.4%
2	1890	Juarez	8	Gen	504	46.8%	12.3%	56.0%	15.3%	46.3%
3	1020	Crozier Voc	9	Voc	216	40.3%	2.3%	74.1%	4.7%	41.5%
4	1600	Englewood	16	Gen	505	40.2%	5.1%	60.5%	7.1%	48.6%
5	1050	Near No. Career Mgn	3	Voc	86	38.4%	12.1%	75.9%	9.4%	50.0%
6	1510	Phillips	11	Gen	849	38.2%	5.6%	69.9%	4.8%	49.0%
7	1270	Crane	9	Gen	620	37.6%	2.6%	76.7%	8.0%	53.7%
8	1250	Calumet	16	Gen	749	37.2%	8.6%	65.9%	11.3%	45.8%
9	1200	DuSable	13	Gen	628	36.0%	4.8%	71.8%	3.0%	50.8%
10	1470	Marshall	9	Gen	543	36.6%	4.5%	71.1%	4.7%	49.4%
11	1460	Manley	8	Gen	568	36.4%	3.9%	66.3%	5.3%	45.6%
12	1370	Harrison +	8	Gen	321	36.1%	19.0%	60.6%	12.7%	40.2%
13	1300	Hirsh	17	Gen	359	35.4%	7.1%	54.2%	9.5%	41.0%
14	1360	Harper	15	Gen	455	35.2%	6.3%	67.3%	9.2%	45.9%
15	1640	Wells	6	Gen	560	34.9%	14.6%	65.7%	15.4%	50.2%
16	1760	King, M.L.	14	Gen	453	34.0%	6.5%	63.9%	5.0%	43.3%
17	1880	Collins	8	Gen	440	33.4%	4.1%	60.3%	4.8%	41.9%
18	1540	Senn	2	Gen	596	32.7%	11.8%	50.0%	14.7%	38.6%
19	1240	Dawes	19	Gen	770	32.5%	8.8%	60.1%	7.5%	41.8%
20	1300	Farragut	10	Gen	564	32.4%	6.0%	70.9%	6.6%	47.8%
21	1590	Tilden	13	Gen	558	31.7%	9.6%	58.8%	8.7%	48.9%
22	1850	Carver	20	Gen	613	31.0%	5.3%	60.3%	5.2%	39.4%
23	1840	Clemente	6	Gen	1,058	30.6%	13.0%	64.2%	11.0%	52.7%
24	1830	Orr	5	Gen	506	30.5%	14.5%	62.7%	9.6%	41.8%
25	1410	Kelvyn Park	5	Gen	346	30.3%	17.1%	51.7%	14.5%	41.3%
26	1310	Fenger	20	Gen	558	29.7%	12.0%	73.3%	11.2%	49.1%
27	1620	Lincoln Park	3	Gen	273	28.9%	8.9%	58.3%	12.9%	45.6%
28	1490	Morgan Park	18	Gen	467	27.6%	7.8%	44.5%	6.2%	20.5%
29	1220	Austin *	7	Gen	878	27.3%	4.6%	75.5%	6.0%	57.0%
30	1210	Amundsen	2	Gen	397	26.4%	14.3%	56.7%	14.7%	41.8%
31	1430	Lakeview	3	Gen	451	26.4%	19.3%	59.4%	14.5%	49.6%
32	1350	Harlan	19	Gen	692	26.3%	5.5%	55.8%	7.3%	39.1%
33	1550	South Shore	17	Gen	720	23.9%	5.8%	71.0%	8.0%	47.6%
34	1530	Schurz	4	Gen	937	23.8%	10.3%	59.0%	13.4%	45.6%
35	1670	Hubbard	15	Gen	341	22.6%	11.7%	60.3%	11.4%	34.6%
36	1330	Foreman	4	Gen	311	22.5%	24.3%	52.8%	18.3%	33.5%
37	1570	Sullivan	2	Gen	325	22.5%	19.2%	37.3%	22.2%	34.2%
38	1400	Kelly	8	Gen	412	22.3%	14.1%	59.5%	9.4%	50.7%
39	1610	Von Steuben	1	Gen	345	22.3%	22.1%	38.3%	15.7%	28.8%
40	1520	Roosevelt	1	Gen	435	20.9%	16.5%	60.5%	13.1%	47.8%
41	1150	Simeon Voc	16	Voc	404	20.2%	3.1%	42.1%	7.5%	31.9%
42	1630	Washington	20	Gen	369	19.8%	6.8%	45.6%	8.1%	18.0%
43	1110	Richards Voc	11	Voc	182	19.8%	5.6%	52.9%	8.2%	28.4%
44	1230	Fagan	15	Gen	300	19.3%	10.3%	25.0%	7.0%	7.6%
45	1040	Flower Voc	7	Voc	199	19.1%	0.0%	50.0%	6.8%	40.7%
46	1560	Steinmetz	4	Gen	523	18.5%	9.3%	51.1%	10.6%	31.2%
47	1340	Gage Park	12	Gen	503	18.3%	9.8%	68.7%	6.8%	44.6%
48	1870	Julian	18	Gen	572	17.5%	2.0%	50.0%	7.0%	28.5%
49	1420	Kennedy	12	Gen	370	16.8%	4.8%	50.8%	6.8%	25.1%
50	1820	Curie	12	Gen	731	15.6%	7.9%	55.2%	9.2%	24.1%
51	1390	Hyde Park	14	Gen	722	15.5%	7.1%	59.6%	5.6%	33.7%
52	1860	Corliss	20	Gen	614	15.3%	9.6%	56.5%	11.5%	29.3%
53	1400	Luther	2	Gen	382	14.9%	10.5%	37.3%	10.2%	19.2%
54	1160	Westinghouse Voc	7	Voc	431	13.0%	1.8%	38.2%	3.7%	19.7%
55	1030	Dunbar Voc	11	Voc	608	11.3%	10.1%	51.6%	6.3%	25.1%
56	1010	Chicago Voc.	11	Voc	1,029	9.5%	9.2%	51.7%	6.2%	24.6%
57	1710	Kenwood	14	Gen	515	9.5%	26.5%	36.1%	13.7%	17.9%
58	1580	Taft	1	Gen	508	8.5%	7.0%	42.5%	6.0%	16.0%
59	1070	Prosser Voc	4	Voc	306	8.3%	9.4%	41.4%	9.6%	21.3%
60	1810	Young	9	Gen	557	7.9%	6.8%	39.0%	10.5%	17.2%
61	1450	Lindblom	15	Tech	614	4.9%	20.0%	33.3%	9.9%	21.5%
62	1800	Metro, Chicago	11	Gen	48	4.2%	0.0%	50.0%	6.5%	39.5%
63	1440	Lane	3	Tech	802	2.7%	20.8%	15.8%	9.1%	15.9%
		SYSTEM-WIDE TOTALS			33,000	25.5%	9.2%	60.9%	9.3%	36.6%
		TOP THIRD TOTALS			11,086	37.0%	8.1%	65.0%	8.7%	46.5%
		MID THIRD TOTALS			10,998	26.0%	11.1%	60.3%	10.7%	42.4%
		LOW THIRD TOTALS			10,676	12.2%	8.6%	49.2%	8.3%	24.2%
		SPECIAL SCHOOL TOTALS			240	59.6%	8.4%	63.4%	26.8%	38.0%

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2. READING SCORES

Schools vary significantly on the proportion of their entering freshmen who have normal or above reading scores. Dropout Rates generally vary inversely with this proportion. Thus, Lane Tech., with 97% of its students reading at or above normal, has one of the lowest Dropout Rates in the system (16%); conversely, Austin receives only 18% of its students reading at normal levels and has a Dropout Rate of 62% (second worst to Crane at 63%).

Seven schools had more than 80% of their entering students at or above normal reading levels. Except for Metro, all graduated more than 70% of their students, and two (Bogan - 89%, and Lane - 84%) graduated over 80%. However, only Bogan had a Graduation Rate higher than the percent of its students reading at or above normal levels. Among the next six schools receiving over 70% reading at normal rates, Taft, Prosser, Mather, Washington, and Kenwood all graduated higher proportions of the class. Schools with high proportions of well-prepared students are quite stable. Among the 13 schools with the highest proportion of their students reading at normal levels, only Kenwood (80%), Lindbloom (80%) and Westinghouse (83%) had less than 85% of their students finish at the school where they originally enrolled.

The Dropout Rate for the 21 schools with the highest proportions of entrants reading at or above normal levels was 26%, while the rate for the mid-range schools was 47%, and that of the lowest schools was 54%. Not surprisingly, only three of the 21 schools with the most well-prepared students had more than 15% of their entering students overage (Bogan - 19%, Washington - 20%, and Simeon Vocational - 20%).

At the other end of the scale, seven schools had fewer than a quarter of their entering students with normal or above reading scores. However, Graduation Rates at all of these schools exceeded the proportion of normally reading entrants by at least 19 percentage points. In fact, the Graduation Rate at each of the schools in the lowest third (ranked by proportion with normal reading scores) exceeded the normal reading rate by at least 10 percentage points! Thus the schools receiving the most poorly prepared students seem to do more with those students than do the schools receiving the highest proportion of adequately prepared students. Some of these lowest schools did quite well, considering the preparation of the students they received. Though only one received more than a third of its students at normal reading rates, Senn (58%), Harrison - before it closed (53%), Bowen (52%), Orr (52%), and Collins (52%), all graduated more students than dropped out.

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SHIP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

HIGH SCHOOLS RANKED BY PERCENT NORMAL READING SCORES

TABLE 11

RANK	SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	TRANSFER RATE	DROPOUTS	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER COMPLETED AGE	ORIG SCH	PERCENT W/ NORMAL SCORES	PERCENT W/O SCORES	PERCENT BELOW NORM SCORES
1	Lane	3	Tech	882	9.4%	127	15.9%	64.9%	12.1%	11.9%	10.8%	2.7%	90.2%	96.6%	3.2%	0.2%
2	Metro, Chicago	11	Gen	48	6.3%	18	40.0%	25.0%	64.6%	0.0%	8.3%	4.2%	87.5%	91.7%	2.1%	6.3%
3	Chicago Voc.	11	Voc	1,031	6.5%	261	27.1%	0.0%	99.5%	0.0%	0.5%	9.5%	87.4%	85.3%	4.8%	9.9%
4	Westinghouse Vo	7	Voc	433	3.5%	92	22.1%	0.2%	99.8%	0.0%	0.0%	13.0%	82.7%	85.0%	2.1%	12.9%
5	Barbar Voc	11	Voc	608	6.7%	159	28.0%	0.0%	99.7%	0.0%	0.2%	11.3%	89.1%	82.9%	5.9%	11.2%
6	Dugan	15	Gen	300	7.7%	30	10.8%	95.7%	0.0%	0.3%	3.7%	19.3%	96.7%	82.7%	9.7%	7.7%
7	Lindblom	15	Tech	616	10.4%	121	22.0%	0.2%	95.8%	3.7%	0.3%	4.9%	82.1%	81.3%	17.0%	1.6%
8	Taft	1	Gen	509	6.1%	87	18.2%	91.0%	6.7%	0.6%	1.8%	8.5%	95.9%	79.0%	10.0%	11.0%
9	Simon Voc	16	Voc	484	6.6%	154	34.1%	0.0%	100.0%	0.0%	0.0%	20.2%	86.0%	75.8%	5.8%	18.4%
10	Prosser Voc	4	Voc	306	9.6%	80	22.9%	54.7%	22.0%	1.3%	21.2%	8.3%	80.1%	72.8%	24.9%	2.8%
11	Mather	2	Gen	302	10.2%	75	21.9%	74.3%	10.2%	11.5%	2.9%	14.9%	93.2%	71.2%	14.1%	14.7%
12	Washington	20	Gen	369	7.9%	80	23.5%	83.5%	0.3%	0.0%	13.0%	19.8%	97.8%	71.0%	8.7%	20.3%
13	Kenwood	14	Gen	516	14.9%	85	19.4%	17.0%	72.9%	2.7%	1.6%	9.5%	80.4%	70.3%	12.2%	17.4%
14	Kennedy	12	Gen	370	6.5%	102	29.5%	73.2%	24.6%	0.0%	2.2%	16.8%	91.9%	69.5%	9.2%	21.4%
15	Hubbard	15	Gen	341	11.4%	122	40.4%	85.3%	2.9%	1.2%	9.7%	22.6%	93.5%	60.0%	11.1%	28.0%
16	Young	9	Gen	559	10.2%	95	19.0%	27.5%	52.2%	5.5%	12.2%	7.9%	83.4%	63.1%	31.1%	5.7%
17	Morgan Park	18	Gen	469	6.6%	118	27.1%	35.4%	63.1%	0.2%	0.6%	27.6%	92.5%	60.8%	4.7%	34.5%
18	Hyde Park	14	Gen	724	5.8%	256	37.6%	0.0%	100.0%	0.0%	0.0%	15.5%	84.7%	57.7%	6.4%	35.9%
19	Steinmetz	4	Gen	524	10.3%	164	35.0%	76.1%	15.1%	4.0%	4.0%	18.5%	94.1%	57.4%	13.7%	28.8%
20	Curie	12	Gen	735	9.0%	193	29.0%	57.3%	25.7%	1.1%	15.4%	15.6%	91.0%	57.1%	10.2%	24.6%
21	Foreman	4	Gen	311	19.6%	94	37.6%	85.5%	1.0%	0.6%	12.2%	22.5%	92.3%	56.9%	13.0%	29.3%
22	Julian	18	Gen	573	6.0%	173	32.5%	0.0%	99.8%	0.0%	0.2%	17.5%	89.2%	56.5%	5.9%	37.5%
23	Richards Voc	11	Voc	182	7.7%	56	33.3%	26.4%	23.6%	0.0%	46.2%	19.8%	78.2%	56.0%	8.2%	35.7%
24	Corliss	20	Gen	621	11.1%	183	33.6%	0.0%	99.7%	0.0%	0.0%	15.3%	86.6%	55.7%	3.9%	40.4%
25	Von Steuben	1	Gen	396	17.1%	88	30.8%	46.5%	22.8%	12.7%	17.3%	22.3%	91.6%	52.6%	13.3%	34.1%
26	Roosevelt	1	Gen	435	13.8%	189	50.4%	67.8%	6.4%	9.2%	15.4%	20.9%	89.0%	52.2%	16.6%	31.3%
27	Schurz	4	Gen	990	12.7%	400	48.9%	61.3%	3.7%	2.7%	30.6%	23.0%	90.3%	51.6%	10.7%	37.7%
28	Kelly	8	Gen	416	10.3%	194	52.6%	73.1%	0.0%	1.0%	26.0%	22.4%	94.2%	49.8%	23.3%	26.9%
29	Sullivan	2	Gen	325	21.5%	89	34.9%	43.7%	32.0%	9.5%	12.6%	22.5%	84.0%	48.0%	17.5%	34.5%
30	Carver	20	Gen	616	5.2%	281	48.4%	0.0%	100.0%	0.0%	0.0%	31.0%	83.6%	45.1%	8.4%	46.4%
31	Robeson	16	Gen	658	15.7%	316	57.4%	0.3%	99.5%	0.0%	0.0%	50.2%	84.5%	44.1%	7.4%	48.5%
32	Lakeview	3	Gen	452	15.7%	198	52.1%	40.3%	11.1%	6.0%	41.2%	26.4%	83.6%	43.6%	17.0%	39.4%
33	Acundcen	2	Gen	398	14.6%	155	45.7%	74.9%	4.0%	7.5%	10.6%	26.4%	89.7%	43.2%	21.4%	35.4%
34	Cage Park	12	Gen	503	7.4%	228	48.9%	38.9%	52.3%	0.8%	8.0%	18.3%	86.3%	40.8%	5.8%	53.5%
35	Crane	9	Gen	628	5.9%	395	62.6%	0.0%	100.0%	0.0%	0.0%	37.6%	82.0%	40.3%	9.2%	50.5%
36	Kelvyn Park	5	Gen	347	15.3%	130	44.4%	34.0%	1.2%	1.7%	62.8%	30.3%	88.2%	39.2%	17.6%	43.2%
37	Harlan	19	Gen	696	6.8%	281	43.6%	0.1%	99.7%	0.0%	0.1%	26.3%	85.2%	38.4%	8.5%	53.2%
38	South Shore	17	Gen	723	7.5%	355	53.3%	0.0%	99.6%	0.0%	0.1%	23.9%	83.8%	38.0%	10.7%	51.3%
39	Flower Voc	7	Voc	200	5.5%	80	42.6%	0.0%	100.0%	0.0%	0.0%	19.1%	69.0%	38.0%	9.0%	53.0%
40	Hirch	17	Gen	359	8.6%	150	45.7%	0.0%	100.0%	0.0%	0.0%	35.4%	77.7%	37.3%	6.7%	56.0%
41	Lincoln Park	3	Gen	274	11.7%	119	49.4%	8.8%	65.7%	0.7%	23.0%	28.5%	73.0%	36.5%	10.9%	52.6%
42	Calumet	16	Gen	752	10.2%	359	53.4%	0.0%	100.0%	0.0%	0.0%	37.2%	80.6%	36.3%	7.8%	55.9%
43	Englewood	16	Gen	594	6.2%	293	53.5%	0.0%	99.0%	0.0%	0.2%	40.2%	83.0%	34.8%	10.3%	54.9%
44	Gregler Voc	9	Voc	217	3.7%	114	54.8%	0.9%	99.1%	0.0%	0.0%	40.3%	63.6%	32.7%	7.4%	59.9%
45	Bowen	19	Gen	773	7.9%	338	47.7%	1.7%	58.7%	0.1%	38.7%	32.5%	87.8%	30.9%	17.6%	51.5%
46	Wells	6	Gen	569	15.1%	268	55.6%	12.1%	25.8%	0.0%	61.7%	34.9%	84.5%	30.8%	18.5%	50.8%
47	Harrison +	8	Gen	322	14.9%	129	47.3%	4.7%	37.3%	0.3%	57.1%	36.1%	81.1%	30.7%	16.5%	52.8%
48	Farragut	10	Gen	569	6.3%	292	55.3%	0.9%	76.4%	0.2%	22.5%	32.4%	79.3%	30.2%	9.5%	60.3%
49	Senn	2	Gen	597	13.7%	218	42.4%	36.0%	19.6%	21.7%	21.7%	32.7%	84.1%	29.8%	30.2%	40.0%
50	King, M.L.	14	Gen	454	5.5%	215	50.2%	0.7%	99.3%	0.0%	0.0%	34.0%	83.5%	28.0%	9.9%	62.1%
51	DuSable	13	Gen	632	4.1%	352	58.5%	0.0%	99.8%	0.0%	0.0%	36.8%	89.2%	27.7%	7.1%	65.2%
52	Near No. Career	3	Voc	87	10.3%	46	59.7%	0.0%	100.0%	0.0%	0.0%	38.4%	78.2%	27.6%	13.8%	58.6%
53	Forger	20	Gen	558	11.5%	278	56.3%	0.2%	99.1%	0.0%	0.7%	29.7%	86.2%	26.9%	10.8%	62.4%
54	Clemente	6	Gen	1,067	11.5%	525	56.1%	7.3%	10.8%	0.6%	81.1%	30.6%	88.9%	26.3%	14.6%	59.0%
55	Collins	8	Gen	440	4.5%	202	48.1%	0.0%	99.8%	0.0%	0.0%	33.4%	79.8%	26.1%	9.3%	64.5%
56	Juarez	8	Gen	508	13.8%	227	50.9%	4.7%	1.8%	0.0%	92.1%	46.8%	93.3%	25.0%	35.0%	40.0%
57	Tilden	13	Gen	563	8.5%	264	51.8%	10.1%	75.7%	0.2%	13.9%	31.7%	86.0%	24.6%	8.5%	67.0%
58	Phillips	11	Gen	858	5.0%	463	57.4%	0.1%	99.5%	0.0%	0.3%	38.2%	85.5%	23.5%	5.9%	70.5%
59	Marshall	9	Gen	546	4.6%	297	57.3%	0.0%	99.6%	0.0%	0.0%	36.6%	77.7%	22.2%	9.5%	68.3%
60	Orr	5	Gen	509	11.0%	250	48.0%	3.1%	69.1%	0.8%	25.5%	30.5%	78.9%	21.7%	11.4%	66.9%
61	Harper	15	Gen	457	8.1%	224	53.6%	0.0%	99.8%	0.0%	0.2%	35.2%	78.8%	21.2%	7.0%	71.8%
62	Hanley	8	Gen	573	4.7%	288	53.2%	0.0%	99.8%	0.0%	0.2%	36.4%	80.3%	19.7%	7.0%	73.3%
63	Austin	7	Gen	882	5.6%	515	62.1%	0.1%	99.7%	0.0%	0.2%	27.4%	69.5%	18.4%	9.5%	71.0%
523	SYSTEMWIDE TOTALS			33,142	9.2%	12,804	42.8%	21.4%	62.6%	1.5%	13.5%	25.5%	85.0%	47.1%	11.6%	41.3%
AVE CLASS SIZE																
508	TOP THIRD TOTALS			10,597	8.6%	2,513	26.0%	39.6%	51.9%	2.5%	5.3%	13.2%	89.0%	73.5%	10.8%	15.7%
497	MID THIRD TOTALS			10,444	10.7%	4,389	47.3%	22.9%	63.4%	2.0%	11.5%	27.3%	85.1%	44.5%	10.8%	44.4%
568	LOW THIRD TOTALS			11,942	8.5%	5,800	53.5%	8.5%	71.6%	1.2%	22.4%	39.3%	82.3%	26.2%	13.0%	60.9%
	SPECIAL SCHOOLS TOTALS			159	7.5%	94	65.3%	6.9%	61.0%	0.0%	30.2%	71.8%	22.6%	3.8%	22.6%	73.6%
	PERCENT OF RACE IN EACH THIRD OF CLASS					Top Third		59.2%	26.5%	30.3%	42.7%					
						Mid Third		33.0%	31.9%	45.5%	38.4%					
						Low Third		7.6%	41.2%	21.2%	22.9%					
						Spec. Sch.		0.2%	0.5%	3.0%	0.0%					

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Several other schools had Graduation Rates below their normal reading rates: Hubbard (-8%), Roosevelt (-2%), Schurz (-1%), Kelly (-3%), Robeson (-1%), and Crane (-2%). All these schools but Hubbard were in the mid-range of the normal reading rates (between 36% and 57% of the entering class with normal or above reading scores)

Other schools which did significantly better than their normal reading rates (17 points higher) were Hirsch, Flower, Harlan, Sullivan, and Young.

Fifty-nine percent of all White students enrolled in the 21 schools with the highest proportion of normal reading rates, while only 27% of Blacks were in these schools; 43% of all Hispanics were in these schools. Only 7% of Whites, 23% of Hispanics, and 21% of all Asians were enrolled in the lowest third of schools ranked by reading scores. These last two groups also had high proportions of students without any recorded reading scores (students with limited English proficiency are not tested on English reading). However, the largest proportion of Black students (41%) were enrolled in those schools which received the most poorly prepared students. In fact, 12 of these schools were all Black, and four others were majority Black. Four were majority Hispanic (Juarez, Clemente, Wells, and Harrison).

While these comments relate 8th grade reading scores to eventual Graduate/Dropout Rates, no conclusion is available on the reading rates of graduates of these schools.

3. RACE

A. Whites

White students entering high school in 1978 overwhelmingly entered schools with other White students. 65% of all White students went to schools whose entering class was more than 60% White. Further, these Whites predominantly encountered Hispanics and Asians in the minority population in their schools. In only three of these 23 schools did Blacks outnumber Hispanics and Asians.

Dropout Rates in the heavily White schools were significantly lower than in the schools with few Whites. In the schools more than two-thirds White, more than two-thirds graduated, and almost that many graduated from the schools which were between one-third and two-thirds White in the entering class. In the schools less than a third White, the Dropout Rate rose to 46%. Schools with no Whites had a slightly higher Dropout Rate of 47%.

TABLE 12

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

STUDENT OUTCOMES
RANK ORDERED BY PERCENT WHITE

RANK	UNIT #/SCHOOL NAME	DIST	TYPE	ENTERED FRESHMEN	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED W/ NORM	PERCENT NORMAL SCORES	PERCENT w/o SCORES	PERCENT BELOW NORM SCORES
1	1230 Bogan	15	Gen	300	10.8%	95.7%	0.0%	0.3%	3.7%	19.3%	96.7%	82.7%	9.7%	7.7%
2	1580 Taft	1	Gen	509	18.2%	91.0%	6.7%	0.6%	1.8%	8.5%	95.9%	79.0%	10.0%	11.0%
3	1130 Foreman	4	Gen	311	37.6%	85.5%	1.0%	0.6%	12.2%	22.5%	92.3%	56.9%	13.8%	29.3%
4	1670 Hubbard	15	Gen	341	80.4%	85.3%	2.9%	1.2%	9.7%	22.6%	93.5%	68.0%	11.1%	20.0%
5	1630 Washington	20	Gen	369	23.5%	83.5%	0.3%	0.0%	13.8%	19.8%	97.0%	71.0%	8.7%	20.3%
6	1560 Steinmetz	4	Gen	524	35.0%	76.1%	15.1%	4.0%	4.0%	18.5%	94.1%	57.4%	13.7%	28.0%
7	1210 Amundsen	2	Gen	398	45.7%	74.9%	4.0%	7.5%	10.6%	26.4%	89.7%	43.2%	21.4%	35.4%
8	1480 Mather	2	Gen	302	21.9%	74.3%	10.2%	11.5%	2.9%	14.9%	93.2%	71.2%	14.1%	14.7%
9	1420 Kennedy	12	Gen	370	29.5%	73.2%	24.6%	0.0%	2.2%	16.8%	91.9%	69.5%	9.2%	21.4%
10	1900 Kelly	8	Gen	416	52.6%	73.1%	0.0%	1.0%	26.0%	22.4%	98.2%	49.8%	23.3%	26.9%
11	1520 Roosevelt	1	Gen	435	50.4%	67.8%	6.4%	9.2%	15.4%	20.9%	89.0%	52.2%	16.6%	31.3%
12	1840 Lane	3	Tech	802	15.9%	64.9%	12.1%	11.9%	10.8%	2.7%	90.2%	96.6%	3.2%	0.2%
13	1530 Schurz	4	Gen	940	48.9%	61.3%	3.7%	2.7%	30.6%	23.8%	90.3%	51.6%	10.7%	37.7%
14	1820 Curie	12	Gen	735	29.0%	57.3%	25.7%	1.1%	15.4%	15.6%	91.0%	57.1%	18.2%	24.6%
15	1070 Prosser Voc	4	Voc	386	22.9%	54.7%	22.0%	1.3%	21.2%	8.3%	88.1%	72.0%	24.4%	2.8%
16	1610 Von Steuben	1	Gen	346	30.8%	46.5%	22.8%	12.7%	17.3%	22.3%	91.6%	52.6%	13.3%	34.1%
17	1570 Sullivan	2	Gen	325	34.9%	43.7%	32.0%	9.5%	12.6%	22.5%	84.0%	48.0%	17.5%	34.5%
18	1430 Lakeview	3	Gen	452	52.1%	40.3%	11.1%	6.0%	41.2%	26.4%	83.6%	43.6%	17.0%	39.4%
19	1390 Gage Park	12	Gen	503	48.9%	38.9%	52.3%	0.8%	8.0%	18.3%	86.3%	40.0%	5.8%	53.5%
20	1540 Senn	2	Gen	597	42.4%	36.0%	19.6%	21.7%	21.7%	32.7%	84.1%	29.8%	30.2%	40.0%
21	1490 Morgan Park	18	Gen	469	27.1%	35.4%	63.1%	0.2%	0.6%	27.6%	92.5%	60.8%	4.7%	34.5%
22	1410 Kelvyn Park	5	Gen	347	44.4%	34.0%	1.2%	1.7%	62.8%	30.3%	88.2%	39.2%	17.6%	43.2%
23	1810 Young	9	Gen	559	19.0%	27.5%	52.2%	5.5%	12.2%	7.9%	83.4%	63.1%	31.1%	5.7%
24	1110 Richards Voc	11	Voc	182	33.3%	26.4%	23.6%	0.0%	46.2%	19.8%	74.2%	56.0%	8.2%	35.7%
25	1800 Metro, Chicago	11	Gen	48	40.0%	25.0%	64.6%	0.0%	8.3%	4.2%	87.5%	91.7%	2.1%	6.3%
26	1710 Kenwood	14	Gen	516	19.4%	17.8%	72.9%	2.7%	1.6%	9.5%	80.4%	70.3%	12.2%	17.4%
27	1640 Wells	6	Gen	569	55.6%	12.1%	25.8%	0.0%	61.7%	34.9%	84.5%	30.8%	18.5%	50.8%
28	1590 Tilden	13	Gen	563	51.8%	10.1%	75.7%	0.2%	13.9%	31.7%	86.0%	24.6%	8.5%	67.0%
29	1620 Lincoln Park	3	Gen	274	49.4%	8.8%	66.7%	0.7%	23.0%	28.9%	73.0%	36.5%	10.9%	52.6%
30	1840 Clemente	6	Gen	1,067	56.1%	7.3%	10.8%	0.6%	81.1%	30.6%	88.9%	26.3%	14.6%	59.0%
31	1890 Juarez	8	Gen	508	50.9%	4.7%	1.8%	0.0%	92.1%	46.8%	93.3%	25.0%	35.0%	40.0%
32	1370 Harrison +	8	Gen	322	47.3%	4.7%	37.3%	0.3%	57.1%	36.1%	81.1%	30.7%	16.5%	52.8%
33	1830 Orr	5	Gen	589	48.0%	3.1%	69.1%	0.8%	25.5%	30.5%	74.9%	21.7%	11.4%	66.9%
34	1290 Bowen	19	Gen	773	47.7%	1.7%	58.7%	0.1%	38.7%	32.5%	87.8%	30.9%	17.6%	51.5%
35	1020 Crozier Voc	9	Voc	217	54.8%	0.9%	99.1%	0.0%	0.0%	40.3%	63.6%	32.7%	7.4%	59.9%
36	1300 Farragut	10	Gen	569	55.3%	0.9%	76.4%	0.2%	22.5%	32.4%	79.3%	30.2%	9.5%	60.3%
37	1760 King, M.L.	14	Gen	454	50.2%	0.7%	99.3%	0.0%	0.0%	34.0%	83.5%	28.0%	9.9%	62.1%
38	1320 Robeson	16	Gen	658	57.4%	0.3%	99.5%	0.0%	0.0%	50.2%	84.5%	44.1%	7.4%	48.5%
39	1160 Westinghouse Voc	7	Voc	433	22.1%	0.2%	99.8%	0.0%	0.0%	13.0%	82.7%	85.0%	2.1%	12.9%
40	1310 Fenger	20	Gen	558	56.3%	0.2%	99.1%	0.0%	0.7%	29.7%	86.2%	26.9%	10.8%	62.4%
41	1450 Lindblom	15	Tech	616	22.0%	0.2%	95.8%	3.7%	0.3%	4.9%	82.1%	81.3%	17.0%	1.6%
42	1350 Harlan	19	Gen	696	43.6%	0.1%	99.7%	0.0%	0.1%	26.3%	85.2%	38.4%	8.5%	53.2%
43	1510 Phillips	11	Gen	850	57.4%	0.1%	99.5%	0.0%	0.3%	38.2%	85.5%	23.5%	5.9%	70.5%
44	1220 Austin	7	Gen	882	62.1%	0.1%	99.7%	0.0%	0.2%	27.4%	69.5%	18.4%	9.9%	71.8%
45	1380 Hirsh	17	Gen	359	45.7%	0.0%	100.0%	0.0%	0.0%	35.4%	77.7%	37.3%	6.7%	56.0%
46	1850 Carver	20	Gen	616	48.4%	0.0%	100.0%	0.0%	0.0%	31.0%	83.6%	45.1%	8.4%	46.4%
47	1860 Corliss	20	Gen	621	33.6%	0.0%	99.7%	0.0%	0.0%	15.3%	86.6%	55.7%	3.9%	40.4%
48	1460 Hanley	8	Gen	573	53.2%	0.0%	99.8%	0.0%	0.2%	36.4%	80.3%	19.7%	7.0%	73.3%
49	1150 Simeon Voc	16	Voc	488	34.1%	0.0%	100.0%	0.0%	0.0%	20.2%	86.0%	75.8%	5.8%	18.4%
50	1550 South Shore	17	Gen	723	53.3%	0.0%	99.6%	0.0%	0.1%	23.9%	83.8%	38.0%	10.7%	51.3%
51	1080 Flower Voc	7	Voc	200	42.6%	0.0%	100.0%	0.0%	0.0%	19.1%	69.0%	38.0%	9.0%	53.0%
52	1250 Calumet	16	Gen	752	53.4%	0.0%	100.0%	0.0%	0.0%	37.2%	80.6%	36.3%	7.8%	55.9%
53	1010 Chicago Voc.	11	Voc	1,031	27.1%	0.0%	99.5%	0.0%	0.5%	9.5%	87.4%	85.3%	4.8%	9.9%
54	1680 Englewood	16	Gen	594	53.5%	0.0%	99.0%	0.0%	0.2%	40.2%	83.0%	34.8%	10.3%	54.9%
55	1880 Collins	8	Gen	840	48.1%	0.0%	99.8%	0.0%	0.2%	33.4%	79.8%	26.1%	9.3%	64.5%
56	1360 Harper	15	Gen	457	53.6%	0.0%	99.8%	0.0%	0.2%	35.2%	74.0%	21.2%	7.0%	71.8%
57	1390 Hyde Park	14	Gen	729	37.6%	0.0%	100.0%	0.0%	0.0%	15.5%	84.7%	57.7%	6.4%	35.9%
58	1470 Marshall	9	Gen	546	57.3%	0.0%	99.6%	0.0%	0.0%	36.6%	77.7%	22.2%	9.5%	68.3%
59	1270 Crane	9	Gen	628	62.6%	0.0%	100.0%	0.0%	0.0%	37.6%	82.0%	40.3%	9.2%	50.5%
60	1030 Dunbar Voc	11	Voc	608	28.0%	0.0%	99.7%	0.0%	0.2%	11.3%	89.1%	82.9%	5.9%	11.2%
61	1870 Julian	18	Gen	573	32.5%	0.0%	99.8%	0.0%	0.2%	17.5%	89.2%	56.5%	5.9%	37.5%
62	1200 DuSable	13	Gen	632	58.5%	0.0%	99.8%	0.0%	0.0%	36.8%	89.2%	27.7%	7.1%	65.2%
63	1050 Near No. Career Mgn	3	Voc	87	59.7%	0.0%	100.0%	0.0%	0.0%	38.4%	78.2%	27.6%	13.8%	58.6%
	SYSTEMWIDE TOTALS			33,142	42.0%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	47.1%	11.6%	41.3%
	SCHOOLS TWO THIRDS WHITE			8,355	33.2%	79.6%	6.9%	3.5%	9.1%	19.0%	93.5%	63.3%	13.9%	22.8%
	SCHOOLS ONE THIRD WHITE			5,982	35.5%	49.5%	22.2%	6.4%	21.0%	19.8%	88.6%	56.5%	13.9%	29.7%
	LESS THAN A THIRD WHITE			11,911	47.2%	5.2%	70.2%	0.7%	23.2%	29.0%	82.6%	37.4%	13.1%	49.5%
	SCHOOLS WITHOUT WHITES			10,648	45.3%	0.0%	99.8%	0.0%	0.1%	26.6%	83.4%	46.8%	7.4%	45.0%
	SPECIAL SCHOOLS TOTALS			159	65.3%	6.9%	61.0%	0.0%	30.2%	71.8%	22.6%	3.8%	22.6%	73.6%

Two Thirds	48.8%	1.5%	28.2%	21.5%
One Third	41.7%	6.4%	45.5%	61.8%
Third Less	8.8%	40.3%	18.2%	13.7%
None	0.0%	51.2%	9.1%	0.0%
Spec. Sch.	0.2%	0.5%	3.0%	0.0%

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While most of the 11 schools with two-thirds White enrollments graduated over 65%, two (Kelly - 47%, and Roosevelt - just under 50%) had fewer Graduates than Dropouts. Amundsen (54%) Hubbard (60%), and Foreman (62%) were also below 65%. Foreman (20%), Amundsen (15%), and Roosevelt (14%) all had high Transfer Rates (students leaving the system).

Among the 11 schools with more than one-third White entering students, Lane (65% White) had an 84% Graduation Rate, and five others were above 65%. Lakeview (48%), had the lowest Graduation Rate. Among the schools with less than a third Whites entering, Young (81%) and Kenwood (80%) had high Graduation Rates.

The schools more than one-third White had fewer than 20% of their entering students overage, while schools with less than a third White entrants had more than a quarter of entering students overage. Only Amundsen (26%), Lakeview (26%), Kelvyn Park (30%), and Senn (33%) had more than a quarter overage, and the later three had significant numbers of Hispanics, among whom it is less unusual to begin high school overage. Some schools, with less than a third White entering students, had low levels of entering students overage: Metro (4%), Lindbloom (5%), Young (8%), Kenwood (10%), and CVS (10%).

Schools more than two-thirds white had 94% of their students remain for their whole high school career in the schools in which they originally enrolled. Students in schools more than a third White remained 89% of the time. Students at schools with less than a third White had higher levels of transfers.

Schools more than two-thirds White received 73% of their students with normal or above normal reading scores. Those with a third White had 56% with normal scores. Schools with less than a third White entering students had only 37% with normal reading scores, while those with no Whites had 47% with normal scores. The higher level of students with below normal or missing scores in the less than a third White schools is probably the result of the number of Hispanics in those schools without reading scores (students with limited proficiency in English who are not tested for English reading skills).

Among the schools which were two-thirds White, Bogan received 83% reading at or above normal rates. However, two schools (Amundsen - 57%, and Kelly - 50%) had more than half their entering students reading below normal rates or missing scores. Among the schools more than a third White, Lane had 97% of its students reading at or above normal rates, while

DROP OUT STUDY-CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

RANK ORDER BY PERCENT WHITE

TABLE 13

RANK	SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	WHITE ENROLLED	BLACK ENROLLED	AM IND ENROLLED	ASIAN ENROLLED	HISPANIC ENROLLED	WHITE DROPOUT RATE	BLACK DROPOUT RATE	ASIAN DROPOUT RATE	HISPANIC DROPOUT RATE	OVERALL DROPOUT RATE
1	Bogan	15	Gen	299	96.0%	0.0%	0.0%	0.3%	3.7%	10.9%	ERR	0.0%	9.1%	10.0%
2	Taft	1	Gen	508	90.9%	6.7%	0.0%	0.6%	1.8%	17.1%	31.3%	0.0%	33.3%	18.2%
3	Hubbard	15	Gen	339	85.8%	2.9%	0.3%	1.2%	9.7%	39.4%	33.3%	50.0%	50.0%	40.3%
4	Foreman	4	Gen	310	85.8%	1.0%	0.3%	0.6%	12.3%	37.4%	0.0%	0.0%	46.7%	37.0%
5	Washington	20	Gen	368	84.6%	0.3%	0.3%	0.8%	14.0%	22.6%	0.0%	33.3%	28.0%	23.1%
6	Steinmetz	4	Gen	519	76.7%	15.2%	0.0%	4.0%	4.0%	36.0%	34.2%	16.7%	33.3%	34.0%
7	Amundsen	2	Gen	388	76.5%	4.1%	0.8%	7.7%	10.8%	47.9%	61.5%	30.8%	29.4%	45.7%
8	Mather	2	Gen	378	75.1%	10.3%	0.0%	11.6%	2.9%	21.5%	38.9%	9.8%	22.2%	21.9%
9	Kelly *	8	Gen	412	73.3%	0.0%	0.0%	1.0%	25.7%	56.6%	ERR	25.0%	40.7%	52.6%
10	Kennedy	12	Gen	370	73.2%	24.6%	0.0%	0.0%	2.2%	25.2%	41.7%	ERR	37.5%	29.5%
11	Roosevelt	1	Gen	432	68.3%	6.5%	0.5%	9.3%	15.5%	51.6%	57.1%	22.6%	54.5%	50.1%
12	Lane	3	Tech	881	64.9%	12.1%	0.2%	11.9%	10.8%	15.6%	21.2%	3.3%	25.3%	15.9%
13	Schurz	4	Gen	921	62.4%	3.8%	0.0%	2.7%	31.1%	48.4%	58.1%	13.0%	50.2%	48.3%
14	Curie	12	Gen	728	57.6%	25.8%	0.1%	1.1%	15.4%	22.9%	35.4%	14.3%	43.8%	29.1%
15	Prosser Voc	4	Voc	386	58.7%	22.0%	0.8%	1.3%	21.2%	27.5%	15.4%	0.0%	19.2%	22.9%
16	Von Steuben	1	Gen	383	46.6%	23.0%	0.0%	12.8%	17.5%	30.9%	34.7%	21.2%	31.0%	30.0%
17	Sullivan	2	Gen	319	44.5%	32.6%	0.3%	9.7%	12.9%	35.1%	43.5%	12.5%	28.6%	34.9%
18	Lakeview	3	Gen	448	40.4%	11.2%	0.9%	6.0%	41.5%	60.5%	59.0%	33.3%	44.4%	52.1%
19	Gage Park *	12	Gen	501	38.9%	52.3%	0.0%	0.8%	8.0%	54.1%	47.0%	25.0%	37.8%	48.7%
20	Morgan Park	18	Gen	464	35.0%	63.4%	0.0%	0.2%	0.6%	23.5%	28.4%	0.0%	66.7%	26.9%
21	Senn *	2	Gen	593	35.6%	19.4%	2.2%	21.4%	21.4%	42.3%	50.5%	30.5%	37.2%	42.3%
22	Kelvyn Park	5	Gen	346	33.8%	1.2%	0.3%	1.7%	63.0%	50.0%	66.7%	16.7%	41.7%	44.4%
23	Young	9	Gen	543	28.4%	53.4%	0.0%	5.7%	12.5%	27.0%	14.7%	3.4%	23.8%	18.6%
24	Richards Voc	11	Voc	175	27.4%	24.6%	0.0%	0.0%	48.0%	42.2%	26.8%	ERR	29.9%	32.5%
25	Metro, Chicago	11	Gen	48	25.0%	64.6%	2.1%	0.0%	8.3%	36.4%	41.4%	ERR	25.0%	40.0%
26	Kenwood	14	Gen	489	18.6%	76.9%	0.0%	2.9%	1.6%	6.7%	22.2%	16.7%	0.0%	18.9%
27	Wells	6	Gen	568	12.1%	25.9%	0.4%	0.0%	61.6%	70.9%	47.7%	ERR	54.8%	55.6%
28	Tilden	13	Gen	559	10.2%	75.7%	0.0%	0.2%	14.0%	77.1%	48.0%	100.0%	54.7%	51.7%
29	Lincoln Park	3	Gen	270	8.9%	66.3%	0.7%	0.7%	23.3%	89.5%	43.8%	0.0%	54.0%	49.2%
30	Clemente	6	Gen	1,056	7.4%	10.0%	0.1%	0.6%	81.2%	66.2%	55.1%	16.7%	55.7%	56.1%
31	Juarez	8	Gen	497	4.0%	1.6%	0.0%	0.0%	93.6%	77.8%	28.6%	ERR	49.4%	50.2%
32	Harrison +	8	Gen	319	4.7%	37.6%	0.0%	0.3%	57.4%	54.5%	41.1%	ERR	51.0%	47.1%
33	Orr	5	Gen	577	3.1%	70.0%	0.0%	0.9%	26.0%	78.6%	44.4%	33.3%	52.8%	47.3%
34	Dawn	19	Gen	764	1.7%	59.3%	0.0%	0.1%	38.9%	61.5%	52.4%	0.0%	39.0%	47.7%
35	Crozier Voc	9	Voc	216	0.9%	99.1%	0.0%	0.0%	0.0%	0.0%	55.3%	ERR	ERR	54.0%
36	Farragut	10	Gen	564	0.9%	76.2%	0.0%	0.2%	22.7%	50.0%	53.6%	0.0%	61.7%	55.3%
37	King,M.L.	14	Gen	453	0.7%	99.3%	0.0%	0.0%	0.0%	0.0%	50.6%	ERR	ERR	50.2%
38	Robeson	16	Gen	653	0.3%	99.7%	0.0%	0.0%	0.0%	ERR	57.3%	ERR	ERR	57.3%
39	Westinghouse Voc	7	Voc	431	0.2%	99.0%	0.0%	0.0%	0.0%	0.0%	22.2%	ERR	ERR	22.1%
40	Fenger	20	Gen	558	0.2%	99.1%	0.0%	0.0%	0.7%	0.0%	56.2%	ERR	100.0%	56.3%
41	Lindblom	15	Tech	614	0.2%	95.8%	0.0%	3.7%	0.3%	0.0%	22.0%	19.0%	100.0%	22.0%
42	Harlan	19	Gen	692	0.1%	99.7%	0.0%	0.0%	0.1%	0.0%	43.5%	ERR	100.0%	43.6%
43	Phillips	11	Gen	849	0.1%	99.6%	0.0%	0.0%	0.2%	100.0%	57.4%	ERR	50.0%	57.4%
44	Austin *	7	Gen	878	0.1%	99.7%	0.0%	0.0%	0.2%	100.0%	62.0%	ERR	100.0%	62.1%
45	Crane	9	Gen	587	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	62.6%	ERR	ERR	62.6%
46	Marshall	9	Gen	542	0.0%	99.8%	0.2%	0.0%	0.0%	ERR	57.2%	ERR	ERR	57.3%
47	Chicago Voc.	11	Voc	1,029	0.0%	99.5%	0.0%	0.0%	0.5%	ERR	27.1%	ERR	40.0%	27.1%
48	Simeon Voc	16	Voc	484	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	34.1%	ERR	ERR	34.1%
49	Hirsh	17	Gen	359	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	45.7%	ERR	ERR	45.7%
50	Near No. Career Magn	3	Voc	86	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	59.7%	ERR	ERR	59.7%
51	Hanley	8	Gen	568	0.0%	99.8%	0.0%	0.0%	0.2%	ERR	53.2%	ERR	ERR	53.2%
52	Flower Voc	7	Voc	199	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	42.6%	ERR	ERR	42.6%
53	DuSable	13	Gen	627	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	58.4%	ERR	ERR	58.4%
54	Carver	20	Gen	613	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	48.4%	ERR	ERR	48.4%
55	Calumet	16	Gen	749	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	53.4%	ERR	ERR	53.4%
56	Corliss	20	Gen	613	0.0%	99.8%	0.2%	0.0%	0.0%	ERR	33.5%	ERR	ERR	33.5%
57	Harper	15	Gen	495	0.0%	99.8%	0.0%	0.0%	0.2%	ERR	53.5%	ERR	100.0%	53.6%
58	Julian	18	Gen	572	0.0%	99.8%	0.0%	0.0%	0.2%	ERR	32.5%	ERR	0.0%	32.5%
59	South Shore	17	Gen	719	0.0%	99.7%	0.1%	0.0%	0.1%	ERR	53.2%	ERR	0.0%	53.2%
60	Englewood	16	Gen	580	0.0%	99.8%	0.0%	0.0%	0.2%	ERR	53.0%	ERR	100.0%	53.1%
61	Hyde Park	14	Gen	722	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	37.6%	ERR	ERR	37.6%
62	Collins	8	Gen	439	0.0%	100.0%	0.0%	0.0%	0.0%	ERR	48.1%	ERR	ERR	48.1%
63	Dunbar Voc	11	Voc	607	0.0%	99.8%	0.0%	0.0%	0.2%	ERR	28.0%	ERR	0.0%	27.9%
	SYSTEM WIDE TOTALS			32,810	21.6%	62.8%	0.1%	1.9%	13.6%	34.6%	45.1%	19.4%	46.9%	42.7%
AVE CLASS														
392	SCHOOLS TWO-THIRDS WHITE			4,319	80.1%	7.0%	0.2%	3.5%	9.2%	32.5%	39.7%	19.5%	38.5%	33.2%
539	SCHOOLS ONE-THIRD WHITE			5,930	49.7%	22.3%	0.4%	6.5%	21.1%	34.3%	36.9%	20.0%	40.1%	35.4%
518	SCHOOLS LESS THAN A THIRD WHITE			10,895	5.7%	60.3%	0.1%	0.8%	25.2%	47.5%	44.4%	13.2%	50.7%	45.9%
571	SCHOOLS WITH NO WHITES			11,428	.0%	99.9%	.0%	0.0%	0.1%	100.0%	46.6%	ERR	50.0%	46.6%
	PERCENT OF RACE IN EACH GROUPING	Two-thirds White			48.9%	1.5%	18.6%	29.5%	8.9%					
		One-third White			41.7%	6.4%	58.1%	61.8%	28.0%					
		Less than a third			8.8%	36.1%	14.0%	13.7%	61.6%					
		No Whites			.0%	55.4%	7.0%	0.0%	0.3%					

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seven schools had more below or without scores than at normal rates, with Senn (70%) and Kelvyn Park (61%) the worst. Among schools less than a third White, only Metro (92%), CVS (85%), Westinghouse (85%), Dunbar (83%), and Lindbloom (81%) had high levels of students entering with normal reading rates.

Dropout Rates for White students did not vary significantly for schools more than two-thirds White and those between one-third and two-thirds White (33% and 34% respectively). Whites in schools with less than a third White entrants drop out more frequently (48%). However, rates at individual schools vary significantly within each group. Among the predominantly White schools, Bogan had only 11% of its White students drop out and Taft only 17%. At the same time, Kelly (57%) and Roosevelt (52%) had more Whites drop out than graduate. Among schools one-third White, four had 16% of their Whites drop out. Three schools, all with 40% or fewer Whites, had more than half the Whites drop out (Lakeview - 61%, Gage Park - 54%, and Kelvyn Park - 50%). The Dropout Rate for all students at these three schools was lower than that for Whites - which was also the case at Kelly and Roosevelt. For the 8 schools between 1% and 12% White, Dropout Rates for Whites were all over 50%; one (Lincoln Park) was at 90% and four above 75% (Wells, Orr, Juarez, and Tilden).

Minorities attending predominantly White schools do better than members of their race systemwide. The Black Dropout Rate at these schools was 40% (7% higher than for Whites), compared with 45% systemwide; Hispanics were at 39%, compared with 47% systemwide. Black Dropout Rates were lower (37%) at schools one-third White (versus White rates of 34%), but Hispanic rates increased to 40%. Among schools less than a third White, Dropout Rates for all these groups increased: Whites - 48%, Blacks - 44%, and Hispanics, 46%. Black and Hispanic rates were 47% and 50% at all minority schools. Thus, Hispanics and Blacks clearly do better at schools with at least a third White students. Black and Hispanic Dropout Rates were lowest at Prosser Vocational (15% and 19% respectively), lower than the White rate (28%) and the overall Dropout Rate (23%).

Whites (11%) transferred out of the Chicago Public School system more than Blacks (7%) but less than Hispanics (14%). The overall Transfer Rate is 9%. Generally, as the proportion of Whites decreased, the Transfer Rate increased. For schools over two-thirds White, the Transfer Rate was 10%; for one-third White schools, 12%; for less than a third White, 14%. Among schools with more than 10% Whites, the highest Transfer Rates for Whites were at Sullivan (45% White, Transfer Rate 22%), Foreman (86% White, Transfer Rate 20%),

Kenwood (19% White, Transfers 18%), and Wells (12% White, Transfers 17%). Lincoln Park (21%), Juarez (25%), Harrison (27%), and Orr (22%) had between 3% and 10% White entering students and high Transfer Rates among those few White students. Only Clemente (9%) had a low White Transfer Rate in this group. Hispanic Transfer Rates were generally higher than White Transfer Rates, particularly in schools more than a third White. Hispanic Transfer Rates were highest at Sullivan (32%), Von Steuben (30%), and Foreman (21%). Black Transfer Rates were generally lower than White rates.

B. BLACKS

Black students, like White students, overwhelmingly entered high school with members of their own race. Three-fourths (76%) went to schools in which the entering class was more than 95% Black. Another 15% went to majority Black schools; only 9% went to schools in which the entering class was not majority Black. In 6 of the 25 schools with less than a majority of Black entering students, Hispanics were the largest racial group; at the other 19, Whites predominated.

Dropout Rates were higher in all Black (46%) and majority Black (41%) schools than in schools with between 10% and 49% Blacks (36%). The Dropout Rate in schools with less than 10% entering Blacks was 40%. However, Dropout Rates varied significantly among all Black and majority Black schools. Some all Black schools had quite low Dropout Rates: Lindbloom Tech. (22%), Westinghouse (22%), CVS (27%), and Dunbar Vocational (28%). However, a majority of the all Black schools (15 of 28) had more students drop out than graduate. The worst Dropout Rates were at Crane (63%) and Austin (62%). Among the majority Black schools, Young (19%), Kenwood (19%), and Morgan Park (27%), had low Dropout Rates. Two schools, Farragut (55%) and Tilden (52%), had more drop out than graduated.

Surprisingly, overage statistics varied only moderately between all Black, majority Black, and minority Black schools (28%, 25%, and 20% respectively). But individual schools varied dramatically. All Black schools go from half of the entering class being overage (Robeson, 50%) to less than 5% overage (Lindbloom). Cregier Vocational and Englewood (both at 40%) also had very high proportions of overage entrants. CVS (10%), Dunbar Vocational (11%), Westinghouse Vocational (13%), Corliss (15%), Hyde Park (16%), Julian (18%), and Flower Vocational (19%) all had low numbers of overage entrants among the all Black schools. None of the majority Black schools had more than a third of entering students overage. Four had low proportions of overage entrants: Metro (4%), Young (8%), Kenwood (10%), and Gage Park (18%).

TABLE 14

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

STUDENT OUTCOMES
RANK ORDERED BY PERCENT BLACK

RANK	UNIT #/SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED w/ ORIG SCH	PERCENT PERCENT w/ FORMAL SCORES	w/o SCORES	PERCENT BELOW NORM SCORES
1	1850 Carver	20	Gen	616	46.4%	0.0%	100.0%	0.0%	0.0%	31.0%	83.6%	45.1%	8.4%	46.4%
2	1390 Hyde Park	14	Gen	724	37.6%	0.0%	100.0%	0.0%	0.0%	15.5%	84.7%	57.7%	6.4%	35.9%
3	1250 Calumet	16	Gen	752	53.4%	0.0%	100.0%	0.0%	0.0%	37.2%	80.6%	36.3%	7.8%	55.9%
4	1150 Simeon Voc	16	Voc	488	34.1%	0.0%	100.0%	0.0%	0.0%	20.2%	86.0%	75.8%	5.8%	18.4%
5	1380 Hirsh	17	Gen	359	45.7%	0.0%	100.0%	0.0%	0.0%	35.4%	77.7%	37.3%	6.7%	56.0%
6	1270 Crane	9	Gen	628	62.6%	0.0%	100.0%	0.0%	0.0%	37.6%	82.0%	40.3%	9.2%	50.5%
7	1010 Flower Voc	7	Voc	200	42.6%	0.0%	100.0%	0.0%	0.0%	19.1%	69.0%	38.0%	9.0%	53.0%
8	1050 Kbar Ho. Career High	3	Voc	87	59.7%	0.0%	100.0%	0.0%	0.0%	30.4%	78.2%	27.6%	13.8%	58.6%
9	1280 DuSable	13	Gen	632	58.5%	0.0%	99.8%	0.0%	0.2%	36.8%	89.2%	27.7%	7.1%	65.2%
10	1870 Julian	18	Gen	573	32.5%	0.0%	99.8%	0.0%	0.2%	17.5%	89.2%	56.5%	5.9%	37.5%
11	1460 Hanley	8	Gen	573	53.2%	0.0%	99.8%	0.0%	0.2%	36.4%	80.3%	19.7%	7.0%	73.3%
12	1360 Harper	15	Gen	457	53.6%	0.0%	99.8%	0.0%	0.2%	35.2%	78.8%	21.2%	7.0%	71.8%
13	1800 Collins	8	Gen	440	48.1%	0.0%	99.8%	0.0%	0.0%	33.4%	79.8%	26.1%	9.3%	64.5%
14	1160 Westinghouse Voc	7	Voc	433	22.1%	0.2%	99.8%	0.0%	0.0%	13.0%	82.7%	85.0%	2.1%	12.9%
15	1350 Harlan	19	Gen	696	43.6%	0.1%	99.7%	0.0%	0.1%	26.3%	85.2%	38.4%	8.5%	53.2%
16	1860 Corliss	20	Gen	621	33.6%	0.0%	99.7%	0.0%	0.2%	15.3%	86.6%	55.7%	3.9%	40.4%
17	1030 Durbar Voc	11	Voc	608	28.0%	0.0%	99.7%	0.0%	0.2%	11.3%	89.1%	82.9%	5.9%	11.2%
18	1220 Austin	7	Gen	882	62.1%	0.1%	99.7%	0.0%	0.2%	27.4%	69.5%	18.4%	9.9%	71.8%
19	1470 Marshall	9	Gen	546	57.3%	0.0%	99.6%	0.0%	0.0%	36.6%	77.7%	22.2%	9.5%	68.3%
20	1550 South Shore	17	Gen	723	53.3%	0.0%	99.6%	0.0%	0.1%	23.9%	83.8%	38.0%	10.7%	51.3%
21	1320 Robeson	16	Gen	658	57.4%	0.3%	99.5%	0.0%	0.0%	50.2%	84.5%	44.1%	7.4%	48.5%
22	1510 Phillips	11	Gen	858	57.4%	0.1%	99.5%	0.0%	0.3%	38.2%	85.5%	23.5%	5.9%	70.5%
23	1010 Chicago Voc.	11	Voc	1,031	27.1%	0.0%	99.5%	0.0%	0.5%	9.5%	87.4%	85.3%	4.8%	9.9%
24	1760 King,M.L.	14	Gen	454	50.2%	0.7%	99.3%	0.0%	0.0%	34.0%	83.5%	28.0%	9.9%	62.1%
25	1310 Farger	20	Gen	558	56.3%	0.2%	99.1%	0.0%	0.7%	29.7%	86.2%	26.9%	10.8%	62.4%
26	1020 Crogier Voc	9	Voc	217	54.8%	0.9%	99.1%	0.0%	0.0%	40.3%	63.6%	32.7%	7.4%	59.9%
27	1680 Englewood	16	Gen	594	53.5%	0.0%	99.0%	0.0%	0.2%	40.2%	83.0%	34.8%	10.3%	54.9%
28	1450 Lindblom	15	Tech	616	22.0%	0.2%	95.8%	3.7%	0.3%	4.9%	82.1%	81.3%	17.0%	1.6%
29	1300 Farragut	10	Gen	569	55.3%	0.9%	76.4%	0.2%	22.5%	32.4%	79.3%	30.2%	9.5%	60.3%
30	1590 Tilden	13	Gen	563	51.8%	10.1%	75.7%	0.2%	13.9%	31.7%	86.0%	24.6%	8.5%	67.0%
31	1710 Kenwood	14	Gen	516	19.4%	17.8%	72.9%	2.7%	1.6%	9.5%	80.4%	70.3%	12.2%	17.4%
32	1830 Orr	5	Gen	509	48.0%	3.1%	69.1%	0.8%	25.5%	30.5%	74.9%	21.7%	11.4%	66.9%
33	1620 Lincoln Park	3	Gen	274	49.4%	8.8%	65.7%	0.7%	23.0%	28.9%	73.0%	36.5%	10.9%	52.6%
34	1800 Metro, Chicago	11	Gen	48	40.0%	25.0%	64.6%	0.0%	8.3%	4.2%	87.5%	91.7%	2.1%	6.3%
35	1490 Morgan Park	18	Gen	469	27.1%	35.4%	63.1%	0.2%	0.6%	27.6%	92.5%	60.8%	4.7%	34.5%
36	1240 Dawn	19	Gen	773	47.7%	1.7%	58.7%	0.1%	38.7%	32.5%	87.8%	30.9%	17.6%	51.5%
37	1340 Cope Park	12	Gen	503	48.9%	38.9%	52.3%	0.8%	8.0%	16.3%	66.3%	40.0%	5.0%	53.5%
38	1810 Young	9	Gen	559	19.0%	27.5%	52.2%	5.5%	12.2%	7.9%	83.4%	63.1%	31.1%	5.7%
39	1370 Harrison +	8	Gen	322	47.3%	4.7%	37.3%	0.3%	57.1%	36.1%	81.1%	30.7%	16.5%	52.8%
40	1570 Sullivan	2	Gen	325	34.9%	43.7%	32.0%	9.5%	12.6%	22.5%	84.0%	48.0%	17.5%	34.5%
41	1680 Wells	6	Gen	569	55.6%	12.1%	25.8%	0.0%	61.7%	34.9%	84.5%	30.0%	10.5%	59.5%
42	1820 Curie	12	Gen	735	29.0%	57.3%	25.7%	1.1%	15.4%	15.6%	91.0%	57.1%	18.2%	24.6%
43	1420 Kennedy	12	Gen	370	29.5%	73.2%	24.6%	0.0%	2.2%	16.8%	91.9%	69.5%	9.2%	21.4%
44	1110 Richards Voc	11	Voc	182	33.3%	26.4%	23.6%	0.0%	46.2%	19.8%	74.2%	56.0%	8.2%	35.7%
45	1610 Von Steuben	1	Gen	346	30.8%	46.5%	22.8%	12.7%	17.3%	22.3%	91.6%	52.6%	13.3%	34.1%
46	1070 Prosser Voc	4	Voc	306	22.9%	54.7%	22.0%	1.3%	21.2%	8.3%	88.1%	72.8%	24.4%	2.8%
47	1540 Senn	2	Gen	597	42.4%	36.0%	19.6%	21.7%	21.7%	32.7%	84.1%	29.8%	30.2%	40.0%
48	1560 Steinmetz	4	Gen	529	35.0%	76.1%	15.1%	4.0%	4.0%	18.5%	94.1%	57.4%	13.7%	28.8%
49	1440 Lane	3	Tech	862	15.9%	64.9%	12.1%	11.9%	10.8%	2.7%	90.2%	96.6%	3.2%	0.2%
50	1430 Lakeview	3	Gen	452	52.1%	40.3%	11.1%	6.0%	41.2%	26.4%	83.6%	43.6%	17.0%	39.4%
51	1840 Clemente	6	Gen	1,067	56.1%	7.3%	10.8%	0.6%	81.1%	30.6%	88.9%	26.3%	14.6%	59.0%
52	1480 Mather	2	Gen	382	21.9%	74.3%	10.2%	11.5%	2.9%	14.9%	93.2%	71.2%	14.1%	14.7%
53	1580 Taft	1	Gen	509	18.2%	91.0%	6.7%	0.6%	1.8%	8.5%	95.9%	79.0%	10.0%	11.0%
54	1520 Roosevelt	1	Gen	435	50.4%	67.8%	6.4%	9.2%	15.4%	20.9%	89.0%	52.2%	16.6%	31.3%
55	1210 Amundsen	2	Gen	398	45.7%	79.9%	4.0%	7.5%	10.6%	26.4%	89.7%	43.2%	21.4%	35.4%
56	1530 Schurz	4	Gen	940	48.9%	61.3%	3.7%	2.7%	30.6%	23.8%	90.3%	51.6%	10.7%	37.7%
57	1670 Hubbard	15	Gen	341	40.4%	89.3%	2.9%	1.2%	9.7%	22.6%	93.5%	68.0%	11.1%	20.8%
58	1890 Juarez	8	Gen	508	50.9%	4.7%	1.8%	0.0%	92.1%	46.8%	93.3%	25.0%	35.0%	40.0%
59	1410 Kelvyn Park	5	Gen	317	44.4%	38.0%	1.2%	1.7%	62.8%	30.3%	88.2%	39.2%	17.6%	43.2%
60	1330 Foreman	4	Gen	311	37.6%	85.5%	1.0%	0.6%	12.2%	22.5%	92.3%	56.9%	13.8%	29.2%
61	1630 Washington	20	Gen	369	23.5%	83.5%	0.3%	0.8%	13.8%	19.0%	97.8%	71.0%	8.7%	20.3%
62	1800 Kelly	8	Gen	416	52.6%	73.1%	0.0%	1.0%	26.0%	22.4%	94.2%	49.8%	23.3%	26.9%
63	1230 Dugan	15	Gen	300	10.0%	95.7%	0.0%	0.3%	3.7%	19.3%	99.7%	82.7%	9.7%	7.7%
	SYSTEMWIDE TOTALS			33,142	42.0%	21.4%	62.6%	1.9%	13.5%	25.5%	86.0%	47.1%	11.6%	41.3%
	SCHOOLS 95% BLACK			16,020	46.4%	0.1%	99.5%	0.1%	0.1%	27.5%	82.6%	44.4%	7.9%	47.6%
	SCHOOLS 50% - 94% BLACK			4,063	41.1%	15.1%	66.0%	1.2%	17.3%	24.5%	83.2%	41.7%	12.8%	45.5%
	SCHOOLS 10% - 49% BLACK			7,139	36.9%	43.0%	19.1%	5.9%	31.3%	21.4%	88.1%	52.6%	15.5%	32.0%
	SCHOOLS LESS THAN 10% BLACK			4,874	39.0%	66.3%	2.5%	2.4%	27.4%	24.1%	92.5%	54.9%	16.1%	29.0%
	SPECIAL SCHOOLS TOTALS			159	65.3%	6.9%	61.0%	0.0%	30.2%	71.8%	22.6%	3.8%	22.6%	73.6%
	95% Black					9.2%	76.9%	9.1%	3.7%					
	50% Black					11.4%	15.2%	9.1%	9.7%					
	10% Black					17.2%	6.6%	51.5%	67.6%					
	Less					0.0%	0.7%	27.3%	19.0%					

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Transfers within the Chicago system were much more common in all Black and majority Black schools (18%) than in schools with few (12%) or no Blacks (7%). At some schools, nearly one of three students transferred to another Chicago Public School: Cregier Vocational (36%), Flower Vocational (31%), and Austin (30%). On the other hand, some majority Black schools had relatively few transfers: Morgan Park (7%), Julian (10%), and Dunbar Vocational (10%).

All Black (56%) and majority Black (50%) schools received more than half their students with below normal or missing reading scores. At schools in which Blacks were a minority, this rate fell to 47%; and in schools with less than 10% Black, the rate was 45%. However, within these groups, schools varied widely. Among the all Black and majority Black schools, Metro received 92% reading at or above normal rates, and CVS (85%), Westinghouse Vocational (85%), Dunbar Vocational (83%), and Lindbloom (81%) also did well. But seven schools had more than three-fourths of their students reading below normal levels or missing scores: Austin (82%), Manley (80%), Harper (79%), Orr (78%), Marshall (78%), Phillips (77%), and Tilden (75%).

Thus, the picture that emerges is that there are two, quite different, types of all Black or majority Black schools. Some received well prepared students, few of whom were overage (Metro, CVS, Westinghouse Vocational, Dunbar Vocational, Lindbloom Tech.). Close behind were schools like Simeon Vocational (76% normal or above but only 20% overage) and Kenwood (70% normal, 10% overage). Except for Metro (60%) and Simeon (66%), all of these schools graduated more than 70% of their students. Quite different were schools like Austin, Manley, Harper, Orr, Marshall, Phillips and Tilden, all of which received more than three-fourths of their students unprepared for high school level work. 19 other schools had less than half their entering students reading at normal or above rates. Thus 26 of 38 all Black or majority Black schools started out with a majority of their students unprepared for high school work, and with more than half of these students already overage. Five other schools (Young - 63%, Morgan Park - 61%, Hyde Park - 58%, Julian - 56%, and Corliss - 56%) had between half and two-thirds of their students adequately prepared. Among the 25 schools in which Blacks were a minority, only 10 have more than half their students enter with below normal or missing scores, and five of these schools had large Hispanic populations. Six of the 25 have more than 70% at or above normal reading scores.

Black Dropout Rates were highest in all Black schools (46%) and in schools with virtually no Blacks (47%). Only small differences existed in majority Black and minority Black schools (41% vs. 39%). But, as already noted, Dropout Rates

RANK ORDER BY PERCENT BLACK

TABLE 15

DROP OUT STUDY-CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

RANK	SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	WHITE ENROLLED	BLACK ENROLLED	ASIAN ENROLLED	HISPANIC ENROLLED	WHITE DROPOUT RATE	BLACK DROPOUT RATE	ASIAN DROPOUT RATE	HISPANIC DROPOUT RATE	OVERALL DROPOUT RATE
1	Crane	9	Gen	587	0.0%	100.0%	0.0%	0.0%	ERR	62.6%	ERR	ERR	62.6%
2	Near No. Career High	3	Voc	86	0.0%	100.0%	0.0%	0.0%	ERR	59.7%	ERR	ERR	59.7%
3	DuSable	13	Gen	627	0.0%	100.0%	0.0%	0.0%	ERR	53.4%	ERR	ERR	53.4%
4	Calumet	16	Gen	749	0.0%	100.0%	0.0%	0.0%	ERR	48.4%	ERR	ERR	48.4%
5	Carver	20	Gen	613	0.0%	100.0%	0.0%	0.0%	ERR	48.1%	ERR	ERR	48.1%
6	Collins	8	Gen	439	0.0%	100.0%	0.0%	0.0%	ERR	45.7%	ERR	ERR	45.7%
7	Hirsh	17	Gen	359	0.0%	100.0%	0.0%	0.0%	ERR	42.6%	ERR	ERR	42.6%
8	Flower Voc	7	Voc	199	0.0%	100.0%	0.0%	0.0%	ERR	37.6%	ERR	ERR	37.6%
9	Hyde Park	18	Gen	722	0.0%	100.0%	0.0%	0.0%	ERR	34.1%	ERR	ERR	34.1%
10	Simeon Voc	16	Voc	484	0.0%	100.0%	0.0%	0.0%	ERR	33.5%	ERR	ERR	33.5%
11	Corliss	20	Gen	613	0.0%	99.8%	0.0%	0.2%	ERR	20.0%	ERR	0.0%	27.9%
12	Dunbar Voc	11	Voc	607	0.0%	99.8%	0.0%	0.2%	ERR	53.0%	ERR	100.0%	53.1%
13	Englewood	16	Gen	500	0.0%	99.8%	0.0%	0.2%	ERR	32.5%	ERR	0.0%	32.5%
14	Julian	18	Gen	572	0.0%	99.8%	0.0%	0.2%	ERR	53.2%	ERR	ERR	53.2%
15	Hanley	8	Gen	568	0.0%	99.8%	0.0%	0.2%	ERR	57.2%	ERR	ERR	57.3%
16	Marshall	9	Gen	542	0.0%	99.8%	0.0%	0.2%	ERR	53.5%	ERR	100.0%	53.6%
17	Harper	15	Gen	455	0.0%	99.8%	0.0%	0.0%	0.0%	22.2%	ERR	ERR	22.1%
18	Westinghouse Voc	7	Voc	431	0.2%	99.8%	0.0%	0.0%	ERR	53.2%	ERR	0.0%	53.2%
19	South Shore	17	Gen	719	0.0%	99.7%	0.0%	0.1%	ERR	43.5%	ERR	100.0%	43.6%
20	Harlan	19	Gen	692	0.1%	99.7%	0.0%	0.0%	ERR	57.3%	ERR	ERR	57.3%
21	Robeson	16	Gen	653	0.3%	99.7%	0.0%	0.2%	100.0%	62.0%	ERR	100.0%	62.1%
22	Austin	7	Gen	878	0.1%	99.7%	0.0%	0.2%	100.0%	57.4%	ERR	50.0%	57.4%
23	Phillips	11	Gen	849	0.1%	99.6%	0.0%	0.2%	ERR	27.1%	ERR	40.0%	27.1%
24	Chicago Voc.	11	Voc	1,029	0.0%	99.5%	0.0%	0.5%	ERR	27.1%	ERR	ERR	50.2%
25	King,M.L.	18	Gen	453	0.7%	99.3%	0.0%	0.0%	0.0%	50.6%	ERR	ERR	50.2%
26	Fenger	20	Gen	558	0.2%	99.1%	0.0%	0.7%	0.0%	56.2%	ERR	100.0%	56.3%
27	Crozier Voc	9	Voc	216	0.9%	99.1%	0.0%	0.0%	0.0%	55.3%	ERR	ERR	54.8%
28	Lindblom	15	Tech	614	0.2%	95.8%	3.7%	0.3%	0.0%	22.0%	19.0%	100.0%	22.0%
29	Kenwood	18	Gen	489	18.6%	76.9%	2.9%	1.6%	6.7%	22.2%	16.7%	0.0%	18.9%
30	Farragut	10	Gen	564	0.9%	76.2%	0.2%	22.7%	50.0%	53.6%	0.0%	61.7%	55.3%
31	Tilden	13	Gen	559	10.2%	75.7%	0.2%	14.0%	77.1%	48.0%	100.0%	54.7%	51.7%
32	Orr	5	Gen	577	3.1%	70.0%	0.9%	26.0%	78.6%	44.4%	33.3%	52.0%	47.3%
33	Lincoln Park	3	Gen	270	8.9%	66.3%	0.7%	23.3%	89.5%	43.0%	0.0%	54.0%	49.2%
34	Metro, Chicago	11	Gen	48	25.0%	64.6%	0.0%	8.3%	36.4%	41.4%	ERR	25.0%	40.0%
35	Morgan Park	18	Gen	464	35.0%	63.4%	0.2%	0.6%	23.5%	28.4%	0.0%	66.7%	26.9%
36	Bowen	19	Gen	764	1.7%	59.3%	0.1%	38.9%	61.5%	52.4%	0.0%	39.8%	47.7%
37	Young	9	Gen	543	28.4%	53.4%	5.7%	12.5%	27.0%	14.7%	3.4%	23.8%	18.6%
38	Gage Park	12	Gen	501	38.9%	52.3%	0.8%	8.0%	54.1%	47.0%	25.0%	37.8%	48.7%
39	Harrison +	8	Gen	319	4.7%	37.6%	0.3%	57.4%	58.5%	41.1%	ERR	51.0%	47.1%
40	Sullivan	2	Gen	319	48.5%	32.6%	9.7%	12.9%	35.1%	43.5%	12.5%	28.6%	39.9%
41	Wells	6	Gen	568	12.1%	25.9%	0.0%	61.6%	78.9%	47.7%	ERR	58.8%	55.6%
42	Curie	12	Gen	728	57.6%	25.8%	1.1%	15.4%	22.9%	35.4%	14.3%	43.8%	29.1%
43	Kennedy	12	Gen	570	73.2%	24.6%	0.0%	2.2%	25.2%	41.7%	ERR	29.9%	32.5%
44	Richards Voc	11	Voc	175	27.4%	24.6%	0.0%	48.0%	42.2%	26.8%	ERR	29.9%	32.5%
45	Von Steuben	1	Gen	393	46.6%	23.0%	12.0%	17.5%	30.9%	39.7%	21.2%	31.0%	30.8%
46	Prosser Voc	4	Voc	386	54.7%	22.0%	1.3%	21.2%	27.5%	15.4%	0.0%	19.2%	22.9%
47	Senn	2	Gen	593	35.6%	19.4%	21.4%	21.4%	42.3%	50.5%	38.5%	37.2%	42.3%
48	Steinmetz	4	Gen	519	76.7%	15.2%	4.0%	4.0%	36.0%	34.2%	16.7%	33.3%	34.8%
49	Lane	3	Tech	881	64.9%	12.1%	11.9%	10.8%	15.6%	21.2%	3.3%	25.3%	15.9%
50	Lakeview	3	Gen	448	40.4%	11.2%	6.0%	41.5%	60.5%	59.0%	33.3%	44.4%	52.1%
51	Clemente	6	Gen	1,056	7.4%	10.8%	0.6%	81.2%	66.2%	55.1%	16.7%	55.7%	56.1%
52	Mather	2	Gen	378	75.1%	10.3%	11.6%	2.9%	21.5%	38.9%	9.8%	22.2%	21.9%
53	Taft	1	Gen	508	90.9%	6.7%	0.6%	1.8%	17.1%	31.3%	0.0%	33.3%	18.2%
54	Roosevelt	1	Gen	432	68.3%	6.5%	9.3%	15.5%	51.6%	57.1%	22.6%	54.5%	50.1%
55	Amundsen	2	Gen	388	76.5%	4.1%	7.7%	10.0%	47.9%	61.5%	30.8%	29.4%	45.7%
56	Schurz	4	Gen	521	62.4%	3.8%	2.7%	31.1%	48.4%	58.1%	13.0%	50.2%	48.3%
57	Hubbard	15	Gen	339	85.8%	2.9%	1.2%	9.7%	39.4%	33.3%	50.0%	50.0%	40.3%
58	Juarez	8	Gen	497	4.8%	1.6%	0.0%	93.6%	77.0%	20.6%	ERR	89.4%	50.2%
59	Kelvyn Park	5	Gen	346	33.0%	1.2%	1.7%	63.0%	50.0%	66.7%	16.7%	81.7%	64.4%
60	Foreman	4	Gen	310	85.8%	1.0%	0.6%	12.3%	37.4%	0.0%	0.0%	46.7%	37.0%
61	Washington	20	Gen	364	89.6%	0.3%	0.8%	14.0%	22.6%	0.0%	33.3%	24.0%	23.1%
62	Dyett	15	Gen	299	96.0%	0.0%	0.3%	3.7%	10.9%	ERR	0.0%	9.1%	10.0%
63	Kelly	8	Gen	412	73.3%	0.0%	1.0%	25.7%	56.6%	ERR	25.0%	40.7%	52.6%
	SYSTEMWIDE TOTALS			32,810	21.6%	62.8%	1.9%	13.6%	38.6%	45.1%	19.4%	46.9%	42.7%
AVE CLASS													
567	SCHOOLS 95+% BLACK			15,894	0.1%	99.6%	0.1%	0.1%	18.2%	46.4%	19.0%	61.1%	46.4%
477	SCHOOLS 50% - 94% BLACK			4,779	15.4%	65.7%	1.3%	17.6%	38.8%	40.7%	11.1%	46.0%	41.0%
505	SCHOOLS 10% - 49% BLACK			7,083	43.2%	19.2%	5.9%	31.3%	30.7%	39.2%	19.0%	47.3%	36.7%
437	SCHOOLS LESS THAN 10% BLACK			4,816	66.9%	2.9%	2.5%	27.5%	37.3%	46.5%	22.3%	45.6%	39.5%
	PERCENT OF RACE IN EACH GROUPING		95+% Black		0.2%	76.0%	3.7%	0.5%					
			50% - 94% Black		10.4%	15.2%	9.7%	18.8%					
			10% - 49% Black		43.2%	6.6%	67.6%	49.7%					
			Under 10% Black		45.5%	0.7%	19.0%	29.8%					

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among individual all Black schools and majority Black schools varied significantly. At the all Black schools, the overall Dropout Rate and the Dropout Rate for Blacks was obviously identical. Thus, Lindbloom (22%), Westinghouse Vocational (22%), CVS (27%), and Dunbar Vocational (28%) all have low rates. Fifteen schools had more Dropouts than Graduates. However, in majority Black schools, Black and Overall Dropout Rates diverged. In most of these schools, Black Dropout Rates were lower than the overall rates when Hispanics, rather than Whites, were the next largest group. When Whites were the next largest group, Black rates were usually higher than the overall rates. However, at Bowen (59% Black, 39% Hispanic) the Dropout Rate for Blacks was 12 points higher than for Hispanics (52% vs. 40%). In the aggregate, White Dropout Rates were two points lower than Black rates, but at half the schools, Black rates were lower than White rates, often by a large margin (e.g., Tilden by 29 points, Lincoln Park by 46 points, and Gage Park by 7 percentage points). In schools in which Blacks were a minority, Blacks generally do better than the systemwide average (45% for Blacks), and quite well at Prosser Vocational (15%) and Lane (21%). In schools with less than 10% Black entrants, Dropout rates varied from 29% (Juarez) to 67% (Kelvyn Park).

The Transfer Rate (out of the Chicago system) was quite low (7%) in all Black schools, but Robeson (16%) stands out from the rest. Among majority Black schools, only Kenwood had a high Black Transfer Rate (14%). But Whites and Hispanics had high rates at a number of these schools: Orr (White - 22%, Hispanic - 17%), Lincoln Park (White - 21%, Hispanic - 21%), Kenwood (White - 18%, Hispanic - 13%), and Tilden (White - 16%, Hispanic - 18%). Black Transfer Rates in minority Black schools were high only at Lakeview (22%) and Sullivan (18%, but White - 22%, and Hispanic - 32%, rates were even higher).

C. Hispanics

Half of all Hispanic students went to school in the five schools which were majority Hispanic in the 1978 entering freshman class. A fourth went to schools between 25% and 49% Hispanic, and a fourth went to schools whose entering classes were 5% to 24% Hispanic. Thus, Hispanics attended school with members of other racial groups more than either Whites or Blacks. 98% of all Hispanics were enrolled in only 28 of the system's 63 regular high schools.

The Dropout Rate progressively declined with the declining concentration of Hispanic students. More than half (53%) of all students attending majority Hispanic schools dropped out, while just under half (48%) of students in schools more than 25% Hispanic did. Only 36% dropped out from schools 5% to 24% Hispanic; but schools with less than 5% Hispanics, which

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DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

STUDENT OUTCOMES
RANK ORDERED BY PERCENT HISPANIC

TABLE 16

RANK	UNIT #/SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED w/ GRAD CRI	PERCENT NORMAL SCORES	PERCENT w/o SCORES	PERCENT BELOW NORM SCORES
1	1890 Juarez	8	Gen	508	50.9%	4.7%	1.8%	0.0%	92.1%	46.8%	93.3%	25.0%	35.0%	40.0%
2	1890 Clemente	6	Gen	1,067	56.1%	7.3%	10.8%	0.6%	81.1%	30.6%	88.9%	26.3%	14.6%	59.0%
3	1410 Kelvyn Park	5	Gen	347	44.4%	39.0%	1.2%	1.7%	62.8%	30.3%	88.2%	39.2%	17.6%	43.2%
4	1640 Wells	6	Gen	569	55.6%	12.1%	25.8%	0.0%	61.7%	34.9%	84.5%	30.8%	18.5%	50.8%
5	1370 Harrison *	8	Gen	322	47.3%	4.7%	37.3%	0.3%	57.1%	36.1%	81.1%	30.7%	16.5%	52.8%
6	1110 Richards Voc	11	Voc	182	33.3%	26.4%	23.6%	0.0%	46.2%	19.8%	74.2%	56.0%	8.2%	35.7%
7	1430 Lakeview	3	Gen	452	52.1%	40.3%	11.1%	6.0%	41.2%	26.4%	83.6%	43.6%	17.0%	39.4%
8	1240 Dixon	19	Gen	773	47.7%	1.7%	58.7%	0.1%	38.7%	32.5%	87.8%	30.9%	17.6%	51.5%
9	1530 Schurz	4	Gen	940	48.9%	61.3%	3.7%	2.7%	30.6%	23.8%	90.3%	51.6%	10.7%	37.7%
10	1400 Kelly	8	Gen	416	52.6%	73.1%	0.0%	1.0%	26.0%	22.9%	99.2%	49.8%	23.3%	26.9%
11	1830 Orr	5	Gen	509	48.0%	3.1%	69.1%	0.8%	25.5%	30.5%	74.9%	21.7%	11.4%	66.9%
12	1620 Lincoln Park	3	Gen	274	44.4%	8.8%	65.7%	0.7%	23.0%	28.9%	73.0%	36.5%	10.9%	52.6%
13	1300 Farragut	19	Gen	569	55.3%	0.9%	76.4%	0.2%	22.5%	32.4%	79.3%	30.2%	9.5%	60.3%
14	1540 Senn	2	Gen	597	42.4%	36.0%	19.6%	21.7%	21.7%	32.7%	84.1%	29.8%	30.2%	40.0%
15	1070 Prosser Voc	4	Voc	386	22.9%	59.7%	22.0%	1.3%	21.2%	8.3%	88.1%	72.8%	24.4%	2.8%
16	1610 Von Steuben	1	Gen	396	30.8%	46.5%	22.8%	12.7%	17.3%	22.3%	91.6%	52.6%	13.3%	34.1%
17	1520 Roosevelt	1	Gen	435	50.4%	67.8%	6.4%	9.2%	15.4%	20.7%	89.0%	52.2%	16.6%	31.3%
18	1820 Curie	12	Gen	735	29.0%	57.3%	25.7%	1.1%	15.4%	19.6%	91.0%	57.1%	18.2%	24.6%
19	1590 Tilden	13	Gen	583	51.0%	10.1%	75.7%	0.2%	13.9%	31.7%	86.0%	29.6%	8.5%	67.0%
20	1630 Washington	20	Gen	389	23.5%	83.5%	0.3%	0.8%	13.8%	19.8%	97.8%	71.0%	8.7%	20.3%
21	1570 Sullivan	2	Gen	325	34.9%	43.7%	32.0%	9.5%	12.6%	22.5%	84.0%	48.0%	17.5%	34.5%
22	1330 Forrman	4	Gen	311	37.6%	85.5%	1.0%	0.6%	12.2%	22.5%	92.3%	56.7%	13.8%	29.3%
23	1810 Young	9	Gen	959	19.0%	27.5%	52.2%	9.5%	12.2%	7.9%	83.4%	61.1%	31.1%	5.7%
24	1440 Lane	3	Tech	802	15.9%	69.9%	12.1%	11.9%	10.8%	2.7%	90.2%	96.6%	3.2%	0.2%
25	1210 Amundsen	2	Gen	398	45.7%	74.9%	8.0%	7.5%	10.6%	26.4%	89.7%	43.2%	21.4%	35.4%
26	1670 Hubbard	15	Gen	391	40.4%	89.3%	2.9%	1.2%	9.7%	22.6%	93.5%	68.0%	11.1%	20.8%
27	1800 Metro, Chicago	11	Gen	48	40.0%	25.0%	64.6%	0.0%	8.3%	4.2%	87.5%	91.7%	2.1%	6.3%
28	1390 Gage Park	12	Gen	503	48.9%	38.8%	52.3%	0.8%	8.0%	10.3%	86.3%	40.8%	5.8%	53.5%
29	1560 Steinmetz	4	Gen	529	35.0%	76.1%	15.1%	4.0%	4.0%	18.5%	99.1%	57.4%	13.7%	28.8%
30	1230 Dogan	15	Gen	300	10.8%	95.7%	0.0%	0.3%	3.7%	19.3%	98.7%	82.7%	9.7%	7.7%
31	1480 Mather	2	Gen	382	21.9%	79.3%	10.2%	11.5%	2.9%	14.9%	93.2%	71.2%	14.1%	14.7%
32	1420 Kennedy	12	Gen	370	29.5%	73.2%	24.6%	0.0%	2.2%	16.8%	91.9%	69.5%	9.2%	21.4%
33	1580 Taft	1	Gen	509	10.2%	91.0%	6.7%	0.6%	1.8%	8.5%	95.9%	79.0%	10.0%	11.0%
34	1710 Kenwood	14	Gen	516	19.4%	17.8%	72.9%	2.7%	1.6%	9.5%	80.4%	70.3%	12.2%	17.4%
35	1310 Fenger	28	Gen	558	56.3%	0.2%	99.1%	0.0%	0.7%	29.7%	86.2%	26.9%	10.9%	62.4%
36	1490 Morgan Park	18	Gen	469	21.1%	35.4%	63.1%	0.2%	0.6%	27.6%	92.5%	60.8%	9.7%	29.5%
37	1010 Chicago Voc.	11	Voc	1,031	27.1%	0.0%	99.5%	0.0%	0.5%	9.5%	87.4%	85.2%	4.8%	9.9%
38	1510 Phillips	11	Gen	858	57.4%	0.1%	99.5%	0.0%	0.3%	38.2%	85.5%	23.5%	5.9%	70.5%
39	1450 Lindblom	15	Tech	616	22.0%	0.2%	95.8%	3.7%	0.3%	4.9%	82.1%	81.2%	17.0%	1.6%
40	1220 Austin	7	Gen	882	62.1%	0.1%	99.7%	0.0%	0.2%	27.0%	69.5%	18.4%	9.9%	71.8%
41	1360 Harper	15	Gen	457	53.6%	0.0%	99.8%	0.0%	0.2%	35.2%	74.8%	21.2%	7.0%	71.8%
42	1460 Hanley	8	Gen	573	53.2%	0.0%	99.8%	0.0%	0.2%	36.4%	80.2%	19.7%	7.0%	73.3%
43	1870 Julian	18	Gen	573	32.5%	0.0%	99.8%	0.0%	0.2%	17.5%	89.2%	56.5%	5.9%	37.5%
44	1680 Englewood	16	Gen	594	53.5%	0.0%	99.0%	0.0%	0.2%	40.2%	83.0%	34.8%	10.2%	54.9%
45	1030 Dunbar Voc	11	Voc	608	28.0%	0.0%	99.7%	0.0%	0.2%	11.2%	89.1%	82.9%	5.9%	11.2%
46	1350 Marian	19	Gen	696	43.6%	0.1%	99.7%	0.0%	0.1%	26.3%	85.2%	38.4%	8.5%	53.2%
47	1550 South Shore	17	Gen	723	53.3%	0.0%	99.6%	0.0%	0.1%	23.9%	83.8%	38.0%	10.7%	51.3%
48	1050 Near No. Career Mags	3	Voc	87	59.7%	0.0%	100.0%	0.0%	0.0%	38.4%	78.2%	27.6%	13.8%	58.6%
49	1300 Hirsh	17	Gen	359	45.7%	0.0%	100.0%	0.0%	0.0%	35.4%	77.7%	37.3%	6.7%	56.0%
50	1050 Carver	20	Gen	616	48.4%	0.0%	100.0%	0.0%	0.0%	31.0%	83.6%	45.1%	8.4%	46.4%
51	1040 Flower Voc	7	Voc	200	42.6%	0.0%	100.0%	0.0%	0.0%	19.1%	69.0%	38.0%	9.0%	53.0%
52	1150 Simeon Voc	16	Voc	468	34.1%	0.0%	100.0%	0.0%	0.0%	20.2%	86.0%	75.8%	5.8%	18.4%
53	1760 King, M.L.	14	Gen	852	50.2%	0.7%	99.3%	0.0%	0.0%	34.0%	83.5%	28.0%	9.9%	62.1%
54	1250 Calumet	16	Gen	752	53.4%	0.0%	100.0%	0.0%	0.0%	37.2%	80.6%	36.3%	7.8%	55.9%
55	1280 DuSable	13	Gen	632	58.5%	0.0%	99.8%	0.0%	0.0%	36.8%	89.2%	27.7%	7.1%	65.2%
56	1160 Westinghouse Voc	7	Voc	833	22.1%	0.2%	99.8%	0.0%	0.0%	13.0%	82.7%	85.0%	2.1%	12.9%
57	1660 Corliss	20	Gen	621	33.6%	0.0%	99.7%	0.0%	0.0%	15.2%	86.6%	55.7%	3.9%	40.4%
58	1800 Collins	8	Gen	440	48.1%	0.0%	99.8%	0.0%	0.0%	33.4%	79.8%	26.1%	9.3%	64.5%
59	1470 Marshall	9	Gen	596	57.3%	0.0%	99.6%	0.0%	0.0%	36.6%	77.7%	22.2%	9.5%	68.3%
60	1270 Crane	9	Gen	628	62.6%	0.0%	100.0%	0.0%	0.0%	37.6%	82.0%	40.3%	9.2%	50.5%
61	1320 Roberson	16	Gen	658	57.4%	0.3%	99.5%	0.0%	0.0%	50.2%	84.5%	48.1%	7.4%	44.5%
62	1390 Hyde Park	14	Gen	729	37.6%	0.0%	100.0%	0.0%	0.0%	15.5%	84.7%	57.2%	6.4%	35.7%
63	1020 Crosier Voc	9	Voc	217	54.8%	0.9%	99.1%	0.0%	0.0%	40.3%	63.6%	32.7%	7.4%	59.9%

SYSTEMWIDE TOTALS	33,142	42.8%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	47.1%	11.6%	41.3%
SCHOOLS 50% HISPANIC	2,813	52.7%	10.8%	14.0%	0.5%	74.2%	35.0%	87.8%	29.1%	19.7%	51.2%
SCHOOLS 25% - 49% HISPANIC	3,352	48.4%	34.0%	29.5%	1.9%	33.3%	26.7%	85.7%	40.5%	14.7%	44.8%
SCHOOLS 5% - 24% HISPANIC	7,641	36.2%	47.5%	31.0%	5.7%	14.8%	19.8%	87.5%	54.3%	15.0%	30.7%
SCHOOLS LESS THAN 5% HISPANIC	19,090	42.8%	10.3%	88.3%	0.6%	0.5%	25.7%	84.1%	48.4%	8.4%	43.2%
SPECIAL SCHOOLS TOTALS	159	65.3%	6.9%	61.0%	0.0%	30.2%	71.0%	22.6%	3.8%	22.6%	73.6%

50% Hispanic	4.3%	1.9%	12.1%	2.1%
25% Hispanic	16.0%	4.8%	12.1%	10.0%
5% Hispanic	51.1%	11.4%	63.6%	70.6%
Less	0.0%	81.3%	9.1%	17.3%

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enrolled 58% of all students in the system, equalled the systemwide Dropout Rate of 43%. Among the five majority Hispanic schools, three (Clemente - 56%, Wells - 56%, and Juarez - 51%) had more Dropouts than Graduates. Harrison (47%) and Kelvyn Park (44%) did slightly better. Among the six schools with sizable Hispanic minorities, two (Kelly - 53%, and Lakeview - 52%) had more Dropouts than Graduates. Richards Vocational, however, had a significantly lower Dropout Rate of 33%. Two of these schools were majority White (Schurz and Kelly), two majority Black (Orr and Bowen) and two mixed but with more Hispanics than others (Richards Vocational and Lakeview). Only two of the 17 schools between 5% and 24% Hispanic had Dropout Rates over 50% (Farragut - 55%, and Tilden - 52%). Lane (15%), Young (19%), and Prosser (23%) had low Dropout Rates. Six of these schools were majority Black, eight were majority White, and three were mixed.

Schools over 50% Hispanic had the highest proportion of overage entering students in the system, 35%. Schools with only 5-24% Hispanics had the lowest figure (20%), while schools with significant Hispanic minorities and schools without Hispanics were close to the systemwide average of 26%. Juarez led all Hispanic schools with 47% entering overage (second systemwide only to Robeson), and none of the majority Hispanic schools received less than 30% overage.

Hispanic schools varied in their retention of their originally entering students. Juarez had a high transfer rate for students leaving the system (14%), but had only 7% transfer to another Chicago school. At the other extreme, Harrison had 15% transfer out of the system and 19% transfer to other Chicago schools. Richards Vocational had only 8% leave the system, but 26% transfer to other Chicago schools, which looks suspiciously like students are being pushed out of Richards into the general high schools. Orr also had about 25% transfer to other Chicago schools.

Majority Hispanic schools received 71% of their students with below normal reading scores or without scores. It must be remembered that students in level A of Bilingual education programs are not tested for English reading proficiency. 60% of students in heavily minority Hispanic schools are in the same category. Juarez received only 25% of its students with normal reading scores; 40% were below normal and 35% had no recorded scores. Clemente received only 26% with normal scores (59% were below normal, 15% without scores). By comparison, Kelvyn Park looked good at only 61% below or missing, but that figure was close to the proportion of entering students who were Hispanic (63%); 43% were reading below normal and 18% were without scores. Among the minority Hispanic schools, Richards Vocational had only 44% below normal or missing scores, but Orr had 78%, though only 26% of

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DROP OUT STUDY-CHICAGO PUBLIC SCHOOLS — RANK ORDER BY PERCENT HISPANIC — TABLE 17

School Level Data - Class of 1982

SIX YEAR TIME FRAME

RANK	SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	WHITE ENROLLED	BLACK ENROLLED	ASIAN ENROLLED	HISPANIC ENROLLED	WHITE DROPOUT RATE	BLACK DROPOUT RATE	ASIAN DROPOUT RATE	HISPANIC DROPOUT RATE	OVERALL DROPOUT RATE
1	Juarez	8	Gen	497	4.8%	1.6%	0.0%	93.6%	77.0%	28.6%	ERR	49.4%	50.2%
2	Clemente	6	Gen	1,056	7.4%	10.8%	0.6%	81.2%	66.2%	55.1%	16.7%	55.7%	56.1%
3	Kelvyn Park	5	Gen	396	33.8%	1.2%	1.7%	63.0%	50.0%	66.7%	16.7%	41.7%	44.4%
4	Wells	6	Gen	568	12.1%	25.9%	0.0%	61.6%	78.9%	47.7%	ERR	54.8%	55.6%
5	Harrison +	8	Gen	319	4.7%	37.6%	0.3%	57.4%	54.5%	41.1%	ERR	51.0%	47.1%
6	Richards Voc	11	Voc	175	27.4%	29.6%	0.0%	48.0%	42.2%	26.8%	ERR	29.9%	32.5%
7	Lakeview	3	Gen	848	40.4%	11.2%	6.0%	41.5%	60.5%	59.0%	33.3%	48.4%	52.1%
8	Dawen	19	Gen	784	1.7%	59.3%	0.1%	38.9%	61.5%	52.4%	0.0%	39.8%	47.7%
9	Schurz	4	Gen	521	62.4%	3.8%	2.7%	31.1%	48.4%	58.1%	13.0%	50.2%	48.3%
10	Orr	5	Gen	577	3.1%	70.0%	0.9%	26.0%	78.6%	44.4%	33.3%	52.8%	47.3%
11	Kelly	8	Gen	412	73.3%	0.0%	1.0%	25.7%	56.6%	ERR	25.0%	40.7%	52.6%
12	Lincoln Park	3	Gen	270	8.9%	66.3%	0.7%	23.3%	89.5%	43.8%	0.0%	59.0%	49.2%
13	Farragut	10	Gen	564	0.9%	76.2%	0.2%	22.7%	50.0%	53.6%	0.0%	61.7%	55.3%
14	Senn	2	Gen	593	35.6%	19.4%	21.4%	21.4%	42.3%	50.5%	38.5%	37.2%	42.3%
15	Prosser Voc	4	Voc	386	54.7%	22.0%	1.3%	21.2%	27.5%	15.4%	0.0%	19.2%	22.9%
16	Von Steuben	1	Gen	343	46.6%	23.0%	12.8%	17.5%	30.9%	34.7%	21.2%	31.0%	30.8%
17	Roosevelt	1	Gen	432	68.3%	6.5%	9.3%	15.5%	51.6%	57.1%	22.6%	54.5%	50.1%
18	Curie	12	Gen	728	57.6%	25.8%	1.1%	15.4%	22.9%	35.4%	14.3%	43.8%	29.1%
19	Washington	20	Gen	364	84.6%	0.3%	0.8%	14.0%	22.6%	0.0%	33.3%	24.0%	23.1%
20	Tilden	13	Gen	559	10.2%	75.7%	0.2%	14.0%	77.1%	48.0%	100.0%	54.7%	51.7%
21	Sullivan	2	Gen	319	44.5%	32.6%	9.7%	12.9%	35.1%	43.5%	12.5%	28.6%	34.9%
22	Young	9	Gen	543	28.4%	53.4%	5.7%	12.5%	27.0%	14.7%	3.4%	23.8%	18.6%
23	Foreman	4	Gen	310	85.8%	1.0%	0.6%	12.3%	37.4%	0.0%	0.0%	46.7%	37.8%
24	Saunders	2	Gen	388	76.5%	4.1%	7.7%	10.8%	47.9%	61.5%	30.8%	29.4%	45.7%
25	Lane	3	Tech	881	64.9%	12.1%	11.9%	10.8%	15.6%	21.2%	3.3%	25.3%	15.9%
26	Hubbard	15	Gen	339	85.8%	2.9%	1.2%	9.7%	39.4%	33.3%	50.0%	50.0%	40.3%
27	Metro, Chicago	11	Gen	48	25.0%	54.6%	0.0%	8.3%	36.4%	41.4%	ERR	25.0%	40.0%
28	Gage Park	12	Gen	501	38.9%	52.3%	0.8%	8.0%	54.1%	47.0%	25.0%	37.8%	48.7%
29	Steinmetz	4	Gen	519	76.7%	15.2%	4.0%	4.0%	36.0%	38.2%	16.7%	33.3%	34.8%
30	Dyan	15	Gen	299	96.0%	0.0%	0.3%	3.7%	10.9%	ERR	0.0%	9.1%	10.0%
31	Mather	2	Gen	378	75.1%	10.2%	11.6%	2.9%	21.5%	38.9%	9.8%	22.2%	21.9%
32	Kennedy	12	Gen	370	73.2%	24.6%	0.0%	2.2%	25.2%	41.7%	ERR	37.5%	29.5%
33	Taft	1	Gen	508	90.9%	6.7%	0.6%	1.8%	17.1%	31.2%	0.0%	33.3%	18.2%
34	Kenwood	14	Gen	489	18.6%	76.9%	2.9%	1.6%	6.7%	22.2%	16.7%	0.0%	18.9%
35	Fenger	20	Gen	558	0.2%	99.1%	0.0%	0.7%	0.0%	56.2%	ERR	100.0%	56.3%
36	Morgan Park	18	Gen	464	35.8%	63.4%	0.2%	0.6%	23.5%	28.4%	0.0%	66.7%	26.9%
37	Chicago Voc.	11	Voc	1,029	0.0%	99.5%	0.0%	0.5%	ERR	27.1%	ERR	40.0%	27.1%
38	Lindblom	15	Tech	614	0.2%	95.8%	3.7%	0.3%	0.0%	22.0%	19.0%	100.0%	22.0%
39	Phillips	11	Gen	897	0.1%	99.6%	0.0%	0.2%	100.0%	57.4%	ERR	50.0%	57.4%
40	Austin	7	Gen	878	0.1%	99.7%	0.0%	0.2%	100.0%	62.0%	ERR	100.0%	62.1%
41	Harper	15	Gen	495	0.0%	99.8%	0.0%	0.2%	ERR	53.5%	ERR	100.0%	53.6%
42	Haley	8	Gen	568	0.0%	99.8%	0.0%	0.2%	ERR	53.2%	ERR	ERR	53.2%
43	Julian	18	Gen	572	0.0%	99.8%	0.0%	0.2%	ERR	32.5%	ERR	0.0%	32.5%
44	Englewood	16	Gen	580	0.0%	99.8%	0.0%	0.2%	ERR	53.0%	ERR	100.0%	53.1%
45	Dunbar Voc	11	Voc	607	0.0%	99.8%	0.0%	0.2%	ERR	28.0%	ERR	0.0%	27.9%
46	Harlan	19	Gen	662	0.1%	99.7%	0.0%	0.1%	0.0%	43.5%	ERR	100.0%	43.6%
47	South Shore	17	Gen	719	0.0%	99.7%	0.0%	0.1%	ERR	53.2%	ERR	0.0%	53.2%
48	Near No. Career High	3	Voc	86	0.0%	100.0%	0.0%	0.0%	ERR	59.7%	ERR	ERR	59.7%
49	Simeon Voc	16	Voc	484	0.0%	100.0%	0.0%	0.0%	ERR	34.1%	ERR	ERR	34.1%
50	DuSable	13	Gen	627	0.0%	100.0%	0.0%	0.0%	ERR	58.4%	ERR	ERR	58.4%
51	Calumet	16	Gen	749	0.0%	100.0%	0.0%	0.0%	ERR	53.4%	ERR	ERR	53.4%
52	Flower Voc	7	Voc	199	0.0%	100.0%	0.0%	0.0%	ERR	42.6%	ERR	ERR	42.6%
53	Crane	9	Gen	587	0.0%	100.0%	0.0%	0.0%	ERR	62.6%	ERR	ERR	62.6%
54	Collins	8	Gen	439	0.0%	100.0%	0.0%	0.0%	ERR	48.1%	ERR	ERR	48.1%
55	Carver	20	Gen	613	0.0%	100.0%	0.0%	0.0%	ERR	48.4%	ERR	ERR	48.4%
56	Hyde Park	14	Gen	722	0.0%	100.0%	0.0%	0.0%	ERR	37.6%	ERR	ERR	37.6%
57	Hirsh	17	Gen	359	0.0%	100.0%	0.0%	0.0%	ERR	45.7%	ERR	ERR	45.7%
58	Corliss	20	Gen	613	0.0%	99.8%	0.0%	0.0%	ERR	33.5%	ERR	ERR	33.5%
59	Marshall	9	Gen	582	0.0%	99.8%	0.0%	0.0%	ERR	57.2%	ERR	ERR	57.3%
60	Westinghouse Voc	7	Voc	431	0.2%	99.8%	0.0%	0.0%	0.0%	22.2%	ERR	ERR	22.1%
61	Robeson	16	Gen	653	0.3%	99.7%	0.0%	0.0%	ERR	57.3%	ERR	ERR	57.3%
62	King, M.L.	14	Gen	453	0.7%	99.3%	0.0%	0.0%	0.0%	50.0%	ERR	ERR	50.2%
63	Crygier Voc	9	Voc	216	0.9%	99.1%	0.0%	0.0%	0.0%	55.3%	ERR	ERR	54.8%
	SYSTEMWIDE TOTALS			32,810	21.6%	62.8%	1.9%	13.6%	39.6%	45.1%	19.4%	46.9%	42.7%
AVE CLASS													
557	SCHOOLS MORE THAN 50% HISPANIC			2,786	10.5%	14.1%	0.5%	74.9%	63.2%	47.6%	16.7%	52.2%	52.5%
549	SCHOOLS 25% - 49% HISPANIC			3,297	34.5%	29.9%	1.9%	33.6%	52.9%	48.4%	23.6%	48.2%	48.1%
495	SCHOOLS 5% - 24% HISPANIC			7,568	47.0%	31.1%	5.8%	14.9%	33.7%	40.6%	20.4%	39.7%	36.1%
540	SCHOOLS LESS THAN 5% HISPANIC			18,321	10.4%	88.5%	0.6%	0.5%	21.8%	45.4%	13.4%	33.7%	42.8%
	PERCENT OF RACE IN EACH GROUPING		50+% Hispanic		4.3%	1.9%	2.1%	86.5%					
			25%-49% Hispanic		16.1%	8.0%	10.0%	29.9%					
			5%-24% Hispanic		51.1%	11.4%	70.6%	25.3%					
			Under 5% Hispanic		27.9%	81.2%	17.3%	2.1%					

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its entrants were Hispanic. Thus, heavily Hispanic high schools received high concentrations of students who were ill-equipped to do high school work in English, and were already overage. It is not surprising that their Dropout Rates exceed their Graduation Rates.

The Dropout Rate for Hispanics in majority and minority Hispanic schools closely followed the overall Dropout Rates for these schools in the aggregate. However, White students in majority Hispanic schools dropped out more frequently (63% vs. 52% for Hispanics), while Blacks did better than Hispanics (48%). Whites also did worse in heavily minority (25%-49%) Hispanic schools (53%), with Blacks still at 48%, but Hispanic Dropout Rates dipped to 44%. Hispanic Dropout Rates continue to decline with declining concentrations, to 40% (for 5%-24% Hispanic schools) and 34% in schools with less than 5% Hispanics enrolled. Among the majority Hispanic schools, Kelvyn Park Hispanics had the lowest Dropout Rate (42%) with Juarez next (49%). Clemente (56%), Wells (55%), and Harrison (51%) all had more Hispanics drop out than graduate. All of these schools also had high rates of transfers to other school systems. The outcomes of these transfers out of the system are unknown. At some heavily minority Hispanic schools, Hispanics did better: Richards Vocational (30%), Bowen (40%), and Kelly (41%). The lowest Hispanic Dropout Rates at schools with more than 5% Hispanic were at Prosser Vocational (19%), Metro (25%), and Lane Tech. (25%).

4. DISTRICT ANALYSIS

Districts with the best Graduation Rates received the best students. A district's Graduation Rate correlates highly with its percent of entering students reading at or above normal rangs. Four of the six districts graduating less than half of their students (Districts 16, 8, 17, 13, 10, and 6) had more than 70% of their entering students with reading scores more than two years behind grade level or missing. Similarly, in these six districts over a quarter of the entering students (over a third in 5 of the 6) were overage. Thus, the high schools in these districts were receiving students who were already in trouble academically.

The districts with the best Graduation Rates are located on the outer fringe of the city or along the lakefront. Only District 11, among Inner City districts, ranked higher than a Fringe district (# 4), and special conditions make these distinctions fuzzy. District 11 has a number of non-geographic high schools, while District 4 is a mixture of inner city and fringe areas. All of these inner city districts are overwhelmingly minority in their student enrollments. The Dropout Rates in these inner city districts range from 38% to 57%.

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DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS — DISTRICTS RANKED BY DROPOUT RATE — TABLE 19
School Level Data - Class of 1982
SIX YEAR TIME FRAME

RANK	DISTRICT	TYPE	GEOG	ENTERING FRESHMEN	TRANSFER RATE	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED GRAD SCH	PERCENT w/ NORMAL SCORES	PERCENT w/o SCORES	PERCENT BELOW NORM SCORES
1	6	Inner	NW	1,696	12.7%	56.6%	9.0%	16.0%	0.4%	74.3%	33.7%	85.1%	27.1%	16.6%	56.3%
2	10	Inner	W	579	6.4%	56.1%	0.9%	76.3%	0.2%	22.5%	33.6%	79.6%	29.7%	10.4%	59.9%
3	13	Inner	S	1,195	6.4%	55.4%	4.8%	88.5%	0.1%	6.5%	39.4%	87.7%	26.2%	7.8%	66.0%
4	17	Inner	S	1,082	7.9%	50.8%	0.0%	99.7%	0.0%	0.1%	27.7%	81.8%	37.8%	9.3%	52.9%
5	8	Inner	W	2,259	9.2%	50.8%	15.1%	50.6%	0.2%	33.7%	35.5%	85.8%	29.3%	18.1%	52.6%
6	16	Inner	S	2,488	10.0%	50.5%	0.1%	99.6%	0.0%	.0%	38.0%	83.2%	45.7%	7.9%	46.4%
7	7	Inner	W	1,516	4.9%	48.0%	0.1%	99.7%	0.0%	0.1%	22.3%	73.2%	40.0%	7.6%	52.4%
8	9	Inner	W	2,037	7.5%	47.5%	9.6%	84.5%	1.5%	3.6%	29.4%	78.6%	40.3%	16.3%	43.4%
9	5	Inner	NW	936	12.6%	46.7%	14.5%	43.9%	1.2%	39.3%	30.5%	79.0%	28.2%	13.7%	58.1%
10	19	Inner	S	1,549	7.2%	46.3%	0.9%	79.1%	0.1%	19.5%	31.2%	82.4%	32.8%	12.7%	54.5%
11	20	Inner	S	2,164	9.0%	41.9%	14.3%	82.7%	0.1%	2.5%	28.3%	87.6%	47.9%	7.8%	44.4%
12	4	Fringe	NW	2,163	12.6%	39.2%	67.2%	9.3%	2.5%	19.8%	19.6%	91.1%	57.5%	14.3%	28.2%
13	11	Inner	S	2,551	6.0%	37.0%	0.7%	98.7%	0.0%	0.5%	19.6%	87.2%	63.9%	5.6%	30.5%
14	2	Lakfnt	N	1,702	14.6%	37.0%	55.3%	16.2%	13.7%	13.1%	25.3%	87.4%	45.7%	22.1%	32.2%
15	14	Lakfnt	S	1,694	8.5%	36.0%	5.6%	91.6%	0.8%	0.5%	18.6%	83.1%	53.6%	9.1%	37.3%
16	12	Fringe	SW	1,790	7.9%	35.2%	52.3%	32.7%	0.7%	13.7%	17.0%	88.2%	55.0%	11.8%	33.2%
17	3	Lakfnt	N	1,695	11.5%	32.7%	45.9%	25.0%	7.9%	20.3%	15.1%	85.1%	69.2%	8.7%	22.1%
18	15	Fringe	SW	1,714	9.5%	32.1%	33.8%	61.6%	1.6%	2.7%	19.0%	85.0%	62.9%	11.9%	25.2%
19	1	Fringe	N	1,290	11.6%	32.0%	71.2%	10.9%	6.7%	10.5%	16.4%	92.4%	62.9%	13.1%	24.0%
20	18	Fringe	SW	1,042	6.7%	30.0%	15.9%	83.3%	0.1%	0.4%	22.0%	90.7%	58.4%	5.4%	36.2%
				33,142	9.2%	42.8%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	47.1%	11.6%	41.3%

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS — DISTRICTS ORGANIZED BY AREA OF CITY AND RANKED BY DROPOUT RATE — TABLE 20
School Level Data - Class of 1982
SIX YEAR TIME FRAME

RANK	DISTRICT	TYPE	GEOG	ENTERING FRESHMEN	TRANSFER RATE	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED GRAD SCH	PERCENT w/ NORMAL SCORES	PERCENT w/o SCORES	PERCENT BELOW NORM SCORES
1	18	Fringe	SW	1,042	6.7%	30.0%	15.9%	83.3%	0.1%	0.4%	22.0%	90.7%	58.4%	5.4%	36.2%
2	1	Fringe	N	1,290	11.6%	32.0%	71.2%	10.9%	6.7%	10.5%	16.4%	92.4%	62.9%	13.1%	24.0%
3	15	Fringe	SW	1,714	9.5%	32.1%	33.8%	61.6%	1.6%	2.7%	19.0%	85.0%	62.9%	11.9%	25.2%
4	12	Fringe	SW	1,790	7.9%	35.2%	52.3%	32.7%	0.7%	13.7%	17.0%	88.2%	55.0%	11.8%	33.2%
5	4	Fringe	NW	2,163	12.6%	39.2%	67.2%	9.3%	2.5%	19.8%	19.6%	91.1%	57.5%	14.3%	28.2%
1	3	Lakfnt	N	1,695	11.5%	32.7%	45.9%	25.0%	7.9%	20.3%	15.1%	85.1%	69.2%	8.7%	22.1%
2	14	Lakfnt	S	1,694	8.5%	36.0%	5.6%	91.6%	0.8%	0.5%	18.6%	83.1%	53.6%	9.1%	37.3%
3	2	Lakfnt	N	1,702	14.6%	37.0%	55.3%	16.2%	13.7%	13.1%	25.3%	87.4%	45.7%	22.1%	32.2%
1	11	Inner	S	2,551	6.0%	37.0%	0.7%	98.7%	0.0%	0.5%	19.6%	87.2%	63.9%	5.6%	30.5%
2	20	Inner	S	2,164	9.0%	41.9%	14.3%	82.7%	0.1%	2.5%	28.3%	87.6%	47.9%	7.8%	44.4%
3	19	Inner	S	1,549	7.2%	46.3%	0.9%	79.1%	0.1%	19.5%	31.2%	82.4%	32.8%	12.7%	54.5%
4	5	Inner	NW	936	12.6%	46.7%	14.5%	43.9%	1.2%	39.3%	30.5%	79.0%	28.2%	13.7%	58.1%
5	9	Inner	W	2,037	7.5%	47.5%	9.6%	84.5%	1.5%	3.6%	29.4%	78.6%	40.3%	16.3%	43.4%
6	7	Inner	W	1,516	4.9%	48.0%	0.1%	99.7%	0.0%	0.1%	22.3%	73.2%	40.0%	7.6%	52.4%
7	16	Inner	S	2,488	10.0%	50.5%	0.1%	99.6%	0.0%	.0%	38.0%	83.2%	45.7%	7.9%	46.4%
8	8	Inner	W	2,259	9.2%	50.8%	15.1%	50.6%	0.2%	33.7%	35.5%	85.8%	29.3%	18.1%	52.6%
9	17	Inner	S	1,082	7.9%	50.8%	0.0%	99.7%	0.0%	0.1%	27.7%	81.8%	37.8%	9.3%	52.9%
10	13	Inner	S	1,195	6.4%	55.4%	4.8%	88.5%	0.1%	6.5%	39.4%	87.7%	26.2%	7.8%	66.0%
11	10	Inner	W	579	6.4%	56.1%	0.9%	76.3%	0.2%	22.5%	33.6%	79.6%	29.7%	10.4%	59.9%
12	6	Inner	NW	1,696	12.7%	56.6%	9.0%	16.0%	0.4%	74.3%	33.7%	85.1%	27.1%	16.6%	56.3%
				33,142	9.2%	42.8%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	47.1%	11.6%	41.3%

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS — DISTRICTS ORGANIZED GEOGRAPHICALLY AND RANKED BY DROPOUT RATE — TABLE 21
School Level Data - Class of 1982
SIX YEAR TIME FRAME

RANK	DISTRICT	TYPE	GEOG	ENTERING FRESHMEN	TRANSFER RATE	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED GRAD SCH	PERCENT w/ NORMAL SCORES	PERCENT w/o SCORES	PERCENT BELOW NORM SCORES
1	1	Fringe	N	1,290	11.6%	32.0%	71.2%	10.9%	6.7%	10.5%	16.4%	92.4%	62.9%	13.1%	24.0%
2	3	Lakfnt	N	1,695	11.5%	32.7%	45.9%	25.0%	7.9%	20.3%	15.1%	85.1%	69.2%	8.7%	22.1%
3	2	Lakfnt	N	1,702	14.6%	37.0%	55.3%	16.2%	13.7%	13.1%	25.3%	87.4%	45.7%	22.1%	32.2%
4	4	Fringe	NW	2,163	12.6%	39.2%	67.2%	9.3%	2.5%	19.8%	19.6%	91.1%	57.5%	14.3%	28.2%
5	5	Inner	NW	936	12.6%	46.7%	14.5%	43.9%	1.2%	39.3%	30.5%	79.0%	28.2%	13.7%	58.1%
6	6	Inner	NW	1,696	12.7%	56.6%	9.0%	16.0%	0.4%	74.3%	33.7%	85.1%	27.1%	16.6%	56.3%
7	14	Lakfnt	S	1,694	8.5%	36.0%	5.6%	91.6%	0.8%	0.5%	18.6%	83.1%	53.6%	9.1%	37.3%
8	11	Inner	S	2,551	6.0%	37.0%	0.7%	98.7%	0.0%	0.5%	19.6%	87.2%	63.9%	5.6%	30.5%
9	20	Inner	S	2,164	9.0%	41.9%	14.3%	82.7%	0.1%	2.5%	28.3%	87.6%	47.9%	7.8%	44.4%
10	19	Inner	S	1,549	7.2%	46.3%	0.9%	79.1%	0.1%	19.5%	31.2%	82.4%	32.8%	12.7%	54.5%
11	16	Inner	S	2,488	10.0%	50.5%	0.1%	99.6%	0.0%	.0%	38.0%	83.2%	45.7%	7.9%	46.4%
12	17	Inner	S	1,082	7.9%	50.8%	0.0%	99.7%	0.0%	0.1%	27.7%	81.8%	37.8%	9.3%	52.9%
13	13	Inner	S	1,195	6.4%	55.4%	4.8%	88.5%	0.1%	6.5%	39.4%	87.7%	26.2%	7.8%	66.0%
14	18	Fringe	SW	1,042	6.7%	30.0%	15.9%	83.3%	0.1%	0.4%	22.0%	90.7%	58.4%	5.4%	36.2%
15	15	Fringe	SW	1,714	9.5%	32.1%	33.8%	61.6%	1.6%	2.7%	19.0%	85.0%	62.9%	11.9%	25.2%
16	12	Fringe	SW	1,790	7.9%	35.2%	52.3%	32.7%	0.7%	13.7%	17.0%	88.2%	55.0%	11.8%	33.2%
17	9	Inner	W	2,037	7.5%	47.5%	9.6%	84.5%	1.5%	3.6%	29.4%	78.6%	40.3%	16.3%	43.4%
18	7	Inner	W	1,516	4.9%	48.0%	0.1%	99.7%	0.0%	0.1%	22.3%	73.2%	40.0%	7.6%	52.4%
19	8	Inner	W	2,259	9.2%	50.8%	15.1%	50.6%	0.2%	33.7%	35.5%	85.8%	29.3%	18.1%	52.6%
20	10	Inner	W	579	6.4%	56.1%	0.9%	76.3%	0.2%	22.5%	33.6%	79.6%	29.7%	10.4%	59.9%
				33,142	9.2%	42.8%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	47.1%	11.6%	41.3%

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The Dropout Rates between Fringe and Lakefront districts and those in the Inner City are markedly different. The combined rate for Fringe and for Lakefront districts is 34.4% and 35.2% respectively, but is 47.9% for Inner City districts. Inner City district schools were overwhelmingly minority in their entering class, together enrolling only 6% Whites. 83% of all Whites attended schools in Fringe or Lakefront districts, and most of the remaining Whites attended Kelly or Washington High Schools, majority White schools in otherwise Inner City districts. The high schools in Fringe and Lakefront Districts received better prepared students than did schools in Inner City districts. Fringe and Lakefront district schools, in the aggregate, received 59% and 54% of their students reading at or above normal ranges. Only 40% of Inner City district students had reading scores at or above normal. Similarly, less than 20% of Fringe and Lakefront students were overage, while 30% of Inner City students were, and, as we have already mentioned, in five of these districts, more than a third were overage.

When the districts are grouped geographically, some other facts appear. Districts on the northside and the southwest side had the highest Graduation Rates (66% and 67%). Westside districts had the highest Dropout Rates (50%). Students from the North and Northwest districts transferred out of the Chicago Public Schools at half again the rate of other sections of the city (13% vs. about 8%). 61% of all Whites went to school in the North and Southwest side districts; another 25% attended in Northwest districts. More than half (56%) of Blacks attended Southside schools and 23% on the Westside. The remaining 20% were spread among North, Northwest and Southwest district schools. As might be expected, North and Southwest district schools received fewer overage students (under 20%) and more students reading at or above normal levels (59%). West (65%) and Northwest (59%) districts received the most poorly prepared students (those reading below normal or without reading scores). Five districts had fewer than 30% of their entering students with normal or above test scores; the worst was on the Southside (District 13 in the Englewood area, 26%), two were on the Westside (Districts 8 - 29%, and 10 - 30%), and two were on the Northwest side with heavy concentrations of Hispanics (Districts 6 - 27%, and 5 - 28%).

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5. STATISTICAL ANALYSIS

A subsequent statistical analysis of the dropouts in the Classes of 1982, 1983, and 1984 confirmed the factors which are strongly associated with the dropout rate. Two characteristics are most strongly related: students entering high school overage and those entering with below normal reading scores. The poverty rate and racial characteristics of schools are also related, but less strongly. The statistical analysis of this data permits an assessment of the comparative strength of these variables, as well as an analysis of the inter-correlations between these factors.

Table 22 provides the correlation coefficients between the dropout rate and characteristics of entering students. These data were collected at the school level (n=63) for the three classes; the analysis presented here is consequently statistical analysis of aggregates of students, not of individual students themselves. The findings are quite striking. The dropout rate is very strongly correlated with both low reading scores and the percent of students entering high school overage. The simple correlation coefficients are comparable ($r = 0.85$ and $r = 0.80$ respectively). Other factors are less dramatically related to the dropout rate. These include the poverty level ($r = 0.54$), percent White ($r = -0.55$), and percent Hispanic ($r = 0.52$). In contrast, percent Black is not a predictor of the dropout rate at individual schools.

Table 22
RELATIONSHIP BETWEEN DROPOUT RATES AND STUDENT CHARACTERISTICS
Chicago Public School System
(Pearson's r correlation coefficients)

	%OVERAGE	READING BELOW %	%POVERTY	%WHITE	%BLACK	%HISPANIC
Dropout Rate	0.804**	0.854**	0.541**	-0.55**	0.288	0.516**
Overage		0.813**	0.446**	-0.56**	0.224	0.427 *
% Below Reading	0.813**		0.579**	-0.694**	0.406**	0.631**
Poverty	0.446**	0.579**		-0.851**	0.789**	0.356
White	-0.56**	-0.694**	-0.851		-0.834**	-0.498**
Black	0.224	0.406**	0.789**	-0.723**		-0.239
Hispanic	0.427 *	0.631**	0.356	-0.442 *	-0.607**	

* p <0.01
** p <0.001

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An effort was made to determine if reading scores and overage variables are equally strong correlates of the dropout rate, by making a direct examination of the relationship between the dropout rate and these two factors. These are provided in Figures 1 and 2. Both the below normal reading score and percent overage variables are closely related with the dropout rate. However, the relationship between reading scores and the dropout rate (Figure 1) is more linear than that of percent overage (displayed in Figure 2). This finding is confirmed in multiple regression analysis. When both reading scores and percent overage are entered as independent variables (thus controlling for each other), the regression coefficients are significantly different (below normal reading score $b^* = 0.58$; overage $b^* = 0.26$).

Figure 1

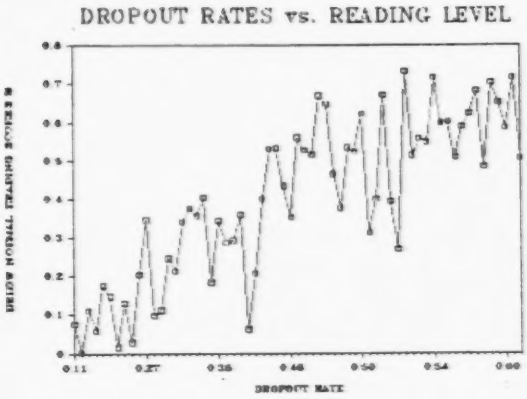
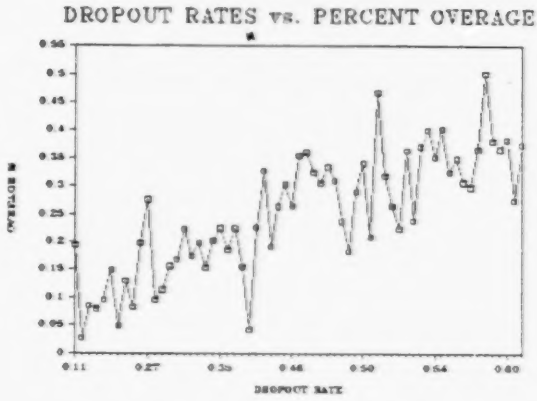


Figure 2



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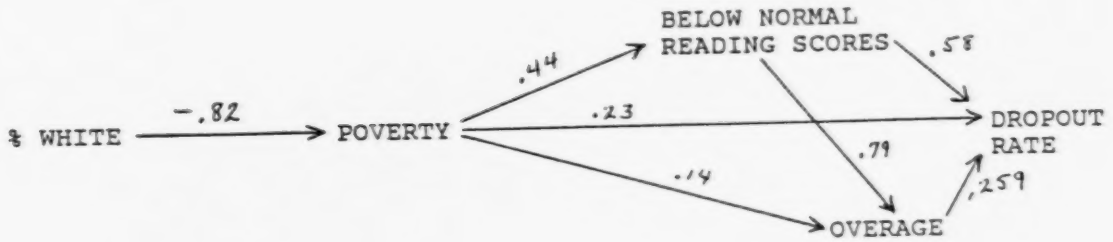
It is also important to note the inter-relationships between these strong correlates of the dropout rate and other variables. The second part of Table 22 provides the results of this analysis. Percent White is not only negatively and quite strongly correlated with the dropout rate, but is also negatively and even more strongly associated with each of the variables which themselves are strong correlates of the dropout rate (especially important are the correlations with the poverty rate [r = -0.85], with percent overage [r = -0.56], and with percent with below normal reading scores [r = -0.69]). In contrast, the percent Black is not significantly related to either the dropout rate or to percent overage. The percent Black is, however, positively associated with below normal reading scores and the poverty level. Lastly, the percent Hispanic, which is strongly and positively correlated with the dropout rate, is also positively, if modestly, associated with both the percent entering high school overage and with below normal reading scores.

To sum up, the analysis of the data on the Classes of 1982, 1983, and 1984 suggests that those factors that most strongly contribute to the dropout rate are students entering high school with below normal reading scores and who are overage. The poverty level and percent Hispanic are also strongly and significantly related to the dropout rate. In contrast, percent White is strongly, but negatively, associated with the dropout rate, and percent Black is not significantly related with the rate. Of the two strongest predictors of the dropout rate, reading scores and overage, regression analysis shows that below normal reading scores is the stronger predictor of the dropout rates.

When a regression analysis was made, controlling for individual school variables, the following pattern emerged:



The dropout rate of an individual school was most directly affected by the percent of its entering students reading at below normal levels (b* = 0.58). It was also affected by the percent of entrants who were overage (b* = 0.26), but the percent overage was itself heavily impacted by reading scores (b* = 0.79). Thus, those students who were reading below normal and had been retained in elementary school had a double burden relative to succeeding in high school. The poverty level of a high school had some direct affect on the dropout rate and the percent of entrants who were overage, but most directly affected reading scores. Finally, if students at a school were predominantly White, it was very unlikely they were poor, and thus, far less likely to drop out. Being Hispanic also correlated with below normal reading scores.

Thus, the statistical picture which emerges is that students who are poor (most frequently Blacks and rarely Whites) are most likely to enter high school with low reading scores, as are Hispanics (most likely, those with Limited English Proficiency). Many of those with low reading scores are likely also to be overage. Those with low reading scores and those overage are most likely to drop out. In Chicago, poor, minority students with low reading scores are primarily directed to inner-city, non-selective neighborhood high schools. The most dropout-prone students are aggregated together and the best prepared students are aggregated together. Not surprisingly, the dropout rates in these types of schools are significantly different!

CONCLUSION

From the data presented in this study, it is evident that the Chicago Public Schools, for the Class of 1982, operated a two-tiered high school system. One set of schools were operated in middle-class neighborhoods or were selective schools drawing the best students away from neighborhood schools (primarily in the inner city). A second set of schools were operated for the educationally ill-prepared students, with more than half the students entering these schools dropping out. Overwhelmingly, these schools enrolled Blacks and Hispanics in inner city neighborhoods.

DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

DROPOUT RATES OF HIGH SCHOOLS
(Grouped by Thirds)

	ENTERING FRESHMEN	DROPOUT RATE	WHITE	BLACK	ASIAN	HISPANIC	OVER AGE	COMPLETED ORIG SCH	% BELOW NORMAL or w/o scores
SCHOOLS WITH LOWEST RATES	10,696	25.2%	33.5%	56.7%	2.9%	6.1%	13.3%	88.4%	27.8%
SCHOOLS WITH MID-RANGE RATES	9,891	45.2%	27.7%	52.9%	2.7%	15.9%	26.7%	85.2%	58.2%
SCHOOLS WITH HIGHEST RATES	12,309	55.8%	5.9%	75.7%	0.3%	17.8%	34.5%	82.9%	69.9%
SYSTEMWIDE TOTALS	33,142	42.8%	21.4%	62.6%	1.9%	13.5%	25.5%	85.0%	52.9%
PERCENT OF RACE IN THIRD WITH LOWEST RATES			50.5%	29.2%	50.5%	14.6%			
PERCENT OF RACE IN THIRD WITH MID-RANGE RATES			38.6%	25.2%	43.2%	35.2%			
PERCENT OF RACE IN THIRD WITH HIGHEST RATES			10.2%	44.9%	6.3%	49.1%			

Thus, it may be suggested that the Chicago Public Schools engaged in an effective policy of EDUCATIONAL TRIAGE by funnelling the best prepared students into a relatively few selective or middle-class neighborhood schools, while relegating the worse prepared students to inner city neighborhood schools with few programmatic attractions. This policy has been greeted with pleasure by middle-class or educationally enterprising parents, and with apathy by parents of students relegated to the neighborhood holding pen schools. It may also be suggested that this policy contributed to the high level of the systemwide Dropout Rate by aggregating dropout-prone students in schools with few resources to deal with the problem and lacking significant numbers of academically successful role models.